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ABSTRACT

This manual is designed for high school teachers and students who plan to participate in intergenerational community service programs. Intergenerational community service is a powerful teaching tool that introduces problem solving and active learning while enhancing self-esteem. Four case studies describe what schools in Pennsylvania are doing to bring young and old together through intergenerational community service. Developing the intergenerational community service program is discussed, and a training module, "How To Prepare Youth To Work with Well, Frail, or Institutionalized Elderly," is presented that includes training objectives for students and leaders and the training agenda. The module provides information about aging and older adults and gives students some specific advice for beginning conversations and working effectively with the elderly. "Intergenerational Program Maintenance and Management" explains how to keep the program operating. "Evaluating an Intergenerational Service Program" tells how to evaluate program efforts for improvement. Appendixes contain specific training and administrative advice and list resources for programs. (SLD)

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Caring is the Key

Building a School-based Intergenerational Service Program

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Caring is the Key: Building a School-based Intergenerational Service Program

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Generations Together is a program of the University of Pittsburgh's Center for Social and Urban Research. Its mission is to create opportunities for intergenerational experiences that bring children, youth, and older adults together in settings that promote mutual growth and foster understanding between the generations.

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TABLE OF CONTENTS

PREFACE 1

I. INTRODUCTION TO INTERGENERATIONAL SERVICE 3

- Why intergenerational community service? 3
- History 5
- Definition of terms 6

II. INTERGENERATIONAL STUDENT COMMUNITY SERVICE CASE STUDIES 7

- Case #1: "Building a Connected Community" 7
- Case #2: "A Recipe for Success" 9
- Case #3: "Laughing Through the Years" 10
- Cases #4 & 5: "Tales of Our Years (Community Oral Histories) 12

III. DEVELOPING THE INTERGENERATIONAL COMMUNITY SERVICE PROGRAM 13

- School support, credit, and curriculum considerations 13
- Determining community needs and resources 14
- Options and suggestions for intergenerational service programs 16
- Getting the program off the ground 19
- Developing relationships with agencies and sites 20
- Recruiting student volunteers 21
- Recruiting older participants 24
- Training students for intergenerational experiences 25

IV. TRAINING MODULE: HOW TO PREPARE YOUTH TO WORK WITH WELL, FRAIL, OR INSTITUTIONALIZED ELDERLY 27

- The learning objectives 27
- Training agenda 27

V. INTERGENERATIONAL PROGRAM MAINTENANCE AND MANAGEMENT 29

- Motivating and supporting volunteers 29
- Sustaining school interest and ownership 32
- Recognition 33

VI. EVALUATING AN INTERGENERATIONAL SERVICE PROGRAM 35

- Why evaluate? 35
- What information should we collect? 35
- How to conduct an evaluation 37

APPENDICES 40

- Training 42
- Administrative 84
- Resource 92

TRAINING SUPPLEMENT CONTENTS

INTRODUCTION 101

HOW TO USE THIS SUPPLEMENT 101

MODULE TITLE:

What is old? (Middle-High School students) 102
Definitions of Aging 103

MODULE TITLE:

"What is old?" (College students) 104
"What is old?" (College version) 105

MODULE TITLE:

Facts on Aging 106

MODULE TITLE:

Maslow's Theory of Human Needs 107

MODULE TITLE:

Conversation Starters 108

MODULE TITLE:

Safety Tips 110

MODULE TITLE:

"What if?" Role Play 111
"What if" Questions 113

MODULE TITLE:

Guidelines for Working Effectively with
Elderly Persons 115

MODULE TITLE:

Experiential Exercises 116

MODULE TITLE:

Reflection 118

American schools must find new and better ways to bring generations together if they are truly to teach the importance of values in a meaningful life. It is this lesson that is central to all intergenerational programs.

Harry C. Silcox, Principal, Abraham Lincoln H.S., Philadelphia

We have the obligation and the means to make community service the common expectation and experience of all Pennsylvanians. For young people, volunteerism is a powerful and contagious activity which spills over into improved motivation and school participation.

Governor Robert P. Casey

American education, with its almost exclusive emphasis on achievement in academic subjects, seems peculiarly one-sided in comparison with other educational systems.

[We need to] ". . . involve children in genuine responsibilities, not 'make-work.' They should be given tasks that have meaningful means and ends and that involve independent thinking and decision-making. Children do not automatically acquire good judgment when they graduate from high school; it is like a muscle that needs early and frequent exercises. It is therefore important to integrate the school into the broader social realities.

Janice T. Gibson, *Psychology for the Classroom*, 1980

The typical public school has been described as an island connected to the mainland — the community — by a drawbridge that opens morning and afternoon, to let the students in and out. The irony is that the purpose of the island is to teach the students how to live on the mainland.

William G. Carr, National Education Association

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PREFACE

Generations Together wrote this manual on intergenerational student community service for teachers, administrators, students, or community members interested in their schools. The teachers are, or may become, advisers to Student Community Service programs, school Community Service Coordinators, or simply interested in enlivening their subjects through engaging their students in service-learning. The students are teenagers who want to take a lead in creating or expanding student community service in their school. (Note: Though we wrote this manual for high school teachers and students, the ideas, training, and activities are adaptable for elementary and middle school students.)

The first purpose of this manual is to show how intergenerational community service is an appropriate and powerful teaching tool . . . a way of introducing active learning and problem-solving, enhancing self-esteem, and exploring values. The second purpose is to provide information that will help teacher/advisers and students to create programs which promote the joys and benefits of intergenerational connections through service.

Most of you probably already believe that community service benefits students. If so, you have a lot of company. More than 45% of the public, and 90% of the parochial, schools in Pennsylvania have school-sponsored community service programs or activities, as do 60% of the colleges. For its part, the Pennsylvania State Board of Education has resolved that:

> *programs of community service should be an integral part of education at all levels and [it] strongly urges schools ... to institute or strengthen community service programs so that every student is encouraged to serve and participate in volunteer activities.* (January 12, 1989)[1]

The "National Goals" adopted unanimously by the President and the 50 Governors in February 1990 encourage all schools to adopt programs in community service. On March 1, 1990, the U.S. Senate passed legislation which

[1] See the Administrative Appendix for the complete text of this Resolution on Student Community Service.

authorizes funding a range of youth service activities (S. 1430, "National and Community Service Act"). The House of Representatives is considering similar legislation. Pennsylvania is a leader among the states which are developing ways for students to become resources in their communities. PennSERVE, the Governor's Office for Citizen Service, spearheads a variety of initiatives to promote, support, and publicize service activities, particularly among students (see the Resources Appendix for further information).

PennSERVE Director John Briscoe says that, "We promote Student Community Service, not because we believe community service to be a 'nice' extra, but because we believe that it is central to meeting the challenge of producing engaging, active education which will cut drop-out rates, teach basic and advanced skills, and aid the school-to-work transition."

Few would dispute the notion that youth should learn to contribute voluntarily to their community, that they need responsible, "real" roles if they are to behave in responsible ways. Student Community Service advocates believe that educators can (and must) teach the skills and attitudes of helping others, of giving without receiving something tangible in return. As a society, we teach concepts of good citizenship through mandatory Civics and U.S. History classes. Learning citizenship, we believe, is analogous to learning to ride a bicycle. You have got to do it; lectures are little help! We seldom take advantage of our communities as laboratories for history and citizenship. Student Community Service seeks to fill this gap.

The primary purpose of this manual is to provide a guide to intergenerational service, that is, service that involves interactions between students and the elderly in their communities.

"Intergenerating" is one of the best ways for students to learn about their community, to develop leadership skills, and to increase social knowledge. There are many possibilities for doing rewarding intergenerational service. We will introduce a variety of these options to you. We will show you how to start, maintain, and evaluate an intergenerational service program.

To help you become familiar with different models of intergenerational service programs, we have written four short case studies. They describe what several schools in Pennsylvania are already doing to bring young and old together through intergenerational Student Community Service. These cases are only a sampling of a wide variety of programs and activities in which many school are involved.

What can intergenerational service mean to young people? The words of students involved in Generations Together's "*Youth In Service To Elders*" program provide some insights:

> *"Visiting her is not even like volunteering. She's part of my life."*
> – a high school senior who visits a homebound 90-year old woman.
>
> *"What I like is the joy I find in relieving the repetitious and often boredom-filled lives of many older people. Sometimes their lives would seem so hard without visits from younger friends like me."*
> – a high school junior who visited elders both at an apartment building for the visually handicapped and at a nursing home.
>
> *"Knowing how happy my older friend gets and how her face lights up when she sees me, makes me feel good about myself."*
> – a high school freshman who visits her friend at a nursing home.

Are you thinking, "this sounds well and good, but what does it mean to the older people?" Here are answers from some elderly participants:

> *"You know, I wasn't feeling good all week. I'm so glad I came today. I feel much better. The kids are wonderful."*
> – an 87-year old woman, referring to six high school volunteers who attended a 10 week music therapy project at her adult day care center.
>
> *"It does me so much good to see these boys and girls. You know, sometimes I have such a hunger for young blood."*
> – another client at the same adult day care center.
>
> *"Most of my family do not live in Pittsburgh and I sometimes feel like I have found a new 'family' member in Emily."*
> – a 69 year old woman who was visited in her home by a high school student.

Why intergenerational community service?

Interaction between the young and old in contemporary American society resembles a precious gem – valuable, yet rare. The patterns of where we live, where we learn, and how we have fun, tend to isolate the young from the old and both from responsible, contributing roles in our society. Both parents often work outside the home; children spend many hours in day care or in school; older children move away to attend college; grandparents live alone (often at some distance) or in institutional settings such as retirement communities or nursing homes. Approximately one-fourth of American children and youth see their elderly family members less than once a year. Another 30 percent have only monthly contact.[2]

These circumstances contribute to fragmented relationships between young and old. One leading "intergenerator," Fran Pratt, has noted that "it is a modern paradox that children are far more likely to have living grandparents but *much less likely to know them well*" (Time, April 16, 1990). As a result, myths and stereotypes may characterize young and old persons' views of each other. The elders may dislike

[2] Sheehan, R., "Young Children's Contact with the Elderly," *The Journal of Gerontology*, 33, 4, 1978, p. 376.

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and fear youth's lack of respect. The young feel threatened by older persons' disapproval (real or imagined). For many youths, contact with the elderly is limited to those they see at the mall or on the bus. They tend to look upon aging as a distasteful process -- putting off the realization that someday they too will be "old." These misunderstandings and lack of intergenerational connectedness impoverish our society. The young do not feel linked with our past; the elderly feel disconnected from the future.

In Pennsylvania, there is a powerful reason to intergenerate. We rank third in the nation in the percentage of our population that is 55 or older. Allegheny County (Pittsburgh area) has the *second highest* percentage of older adults of any county in the United States! More than sixteen percent of its population is 55 or more years old. Only Dade County, Florida has a higher percentage of elderly. According to the American Association of Retired Persons (AARP), the percentage of persons sixty and older in the nation will rise from about 12 to 22 percent by the year 2040.

During the next few decades, younger and older Americans may find themselves competing for national resources, as the politicians and planners grapple with unprecedented fiscal problems. The rapidly growing elderly population will require a great deal of resources, such as Social Security, medical care, and long term care. Intergenerational programs have the potential to promote understanding of each generation's needs and of the difficult political issues and decisions confronting our legislators.

Smiles and hugs bridge the generations after students and seniors spend the day together.

Finally, intergenerational SCS helps create goodwill between the elderly and the school. In addition to benefiting individuals, SCS can bolster the school's public image among its community's elderly. This factor is particularly relevant, considering the rate at which Pennsylvania's population is aging. Fewer than *20% of Pennsylvania tax-paying households now have children in public schools.* This suggests that it can be important to maintain good relations with the 80% (of which the elderly are the majority) who do not have children in public schools, but whose taxes nevertheless help support public schools.

Student Community Service can become an element of educational reform. It offers a powerful form of experiential education - stressed by developmental and educational theorists such as Jean Piaget and John Dewey. Service encourages students to become more active learners; it can add a dimension to class work by linking knowledge with real life problems and solutions. Dr. Harry Silcox, Principal of Abraham Lincoln H.S. in Philadelphia, calls community service the Trojan Horse of school reforms.

Intergenerational student community service programs help re-connect the ties that have been broken in contemporary society. One of the goals of these programs is to replace fears and stereotypes with more positive and productive attitudes by fostering contacts between the young and the old. For when a person comes to *really* know another, differences in age, background, and beliefs, that may result in alienation or avoidance, can foster understanding, respect, and love.

Across the nation, years of intergenerational programming have demonstrated benefits to youth and elderly. Youth, in particular, gain:

- Broadened views of life & aging
- Enhanced self esteem
- Enhanced sense of *'response-ability'*
- Greater acceptance of generational differences

- Positive role models
- A place to explore the relevance of learning

The Council of Chief State School Officers agrees that student community service can be a powerful form of experiential education. In 1989, it affirmed the importance of student community service, stating that, "The development of character, values, and self-esteem are as important as is the mastery of basic and occupational skills."

In addition to praising its social and psychological benefits, the Council also asserted that service can be an important link to learning: "Through participation in community service programs, students learn by doing." For example, a 16-year-old ambulance crew member in Minnesota claims, "In school you learn chemistry and biology and stuff and then forget it as soon as the test is over. Here you've got to remember because someone's life depends on it."

There are, to be sure, questions about ***how*** or ***how much*** youth benefit from giving service. Does student community service:

- Teach basic academic skills?
- Increase competence?
- Raise self-esteem?
- Exercise problem solving and critical thinking skills?
- Lead to increased civic participation?
- Promote moral development?
- Encourage youth to explore new roles, identities, or interests?

Does it do ***all*** these things? There is only limited research into the outcomes of service-learning, but the early conclusions hold promise. In the most recent summary of service learning research, Dan Conrad and Diane Hedin concluded that *well-organized service-learning clearly teaches basic skills as well as classroom instruction* (University of Wisconsin, Dec. 1989). They also concluded that service-learning *raises self-esteem* and probably contributes to *higher order thinking skills, teamwork, and social empathy*. Different students will discover different meanings in giving service, but their experiences and responses will be largely positive. The occasional, but inevitable, negative experiences generally result from poor planning, organization, or inadequate opportunity for reflection. Good intentions alone are not adequate. A thoughtfully planned and well-managed program is crucial to the volunteers' satisfaction, quality of service given, and to ensuring that giving service becomes a true learning- and growth-producing experience.

History

The practice of *planned* intergenerational programs is about 20 years old. The first known formal intergenerational program was the "Foster Grandparent" program, established in 1969. In 1970, the National Council on Aging and ACTION (the Federal agency which promotes citizen service) developed a Service-Learning Program in which university students were given opportunities to link coursework with service to their communities' elderly. For example, a student of urban planning might do a program in a senior high rise. In 1975, the United States Office of Education and the Administration on Aging made a formal commitment to involve older persons in the schools. Following these initiatives, many states included intergenerational programs as priorities in their educational and aging network agencies.

Today, throughout the United States, students are serving elders in their communities with:

- Adopt-a-grandparent activities
- Friendly visiting services
- Home improvement and household chore services
- Shared learning programs (e.g., drama, gardening, history)
- Shared service programs (e.g., community beautification)

Definition of terms

The following short list defines terms as used in this manual.

Intergenerational: refers to interactions and exchanges between children or youth, and older adults.

Intergenerational program or project: refers to planned, ongoing, organized activities that bring young and old persons together in mutually beneficial interactions. These interactions, according to the National Council on Aging, "increase cooperation, interaction, or exchange between generations. They involve the sharing of skills, knowledge, or experience between old and young."

Note: A *project* has a definite end-point; a *program* continues indefinitely (as long as it has participants and support). For consistency (and in the hope that your SCS efforts are long-lasting!) this manual refers only to *programs*.

What is "old"?

> "Old" is largely a state of mind. In the words of Satchel Paige, a baseball hero of yesteryear, "How old would you be if you didn't know how old you was?" As health care improves and life-spans increase, the definition of "old" will continue to change.

Long Term Care Facilities: Here is a brief description of the differences between different kinds of long-term care facilities for the elderly. The *nursing home* provides care for persons needing frequent nursing assistance and help in most or all daily activities, such as bathing, eating, getting out of bed, etc. Nursing homes provide the most intensive level of care. A *personal care facility* provides its residents with services such as meals, bed-making, reminders to take medications, and recreational activities, etc. Residents must be mentally healthy and able to walk with a cane or walker. An *adult day care* center provides recreational, social, and therapeutic activities for frail or demented elderly (e.g., having Alzheimer's disease). The clients live in their own (or family member's) home, but come to the center during the day. This arrangement gives their primary care-giver a rest and allows him or her to work during the day.

"Old," elderly: refers to persons of 60 or older, as established by the Older Americans Act of 1963.

Service-Learning (S-L): refers to learning and knowledge acquired through combining classroom content with related community service experiences. Service-Learning always has the following elements: reflection, guided learning, and academic credit.

Student Community Service (SCS): refers to school-based outreach and service to the community that is not directly linked to classroom learning, nor are participants usually eligible for academic credit.

Note: For clarity and consistency in this manual, we will use the term "Student Community Service" (or SCS) to refer to all school-based intergenerational service activities.

Young: refers to children and youth between 5 and 22 years of age.

This brings us to the end of the "whats" and "whys" of intergenerational SCS. Now it is time to begin exploring the "hows." Please read on for descriptions of actual SCS in Pennsylvania schools.

II INTERGENERATIONAL STUDENT COMMUNITY SERVICE CASE STUDIES

At this point, you may already have your own ideas about what kind of intergenerational SCS project you want to do. There are many exciting possibilities. The following pages contain case studies of intergenerational SCS from Pennsylvania schools. You may want to duplicate some of their ideas or create variations of your own design. These case studies contain examples, tips, ideas and inspiration for you as you develop your SCS programs.

But please do not just take our word for it! Call the coordinators; go visit a successful program; invite students, elders, and coordinators from another school to come to your school to share what they have accomplished.[3]

Case #1

"Building a Connected Community"

Western Wayne High School

Western Wayne High School of Wayne County, Pennsylvania, started a flurry of intergenerational activity with its first annual "Back-to-School" day on May 4, 1989. Initiated by a teacher-adviser, Ms. Betty Stoner, this event helped to break down age barriers in the community. Wayne County, a largely rural area, is the fastest-growing county of Pennsylvania. Most of its residents and a high proportion of its students have moved there from New Jersey and New York and lack local roots. As a result, these families do not have much intergenerational contact.

To celebrate "Back-to-School" day, Western Wayne High students invited senior citizens to spend a day at their school. Sixty-five seniors responded! To welcome them, Ms. Stoner set up a 'buddy system' to link participating students with the elderly guests. (A repeat effort in 1990 grew to 165 elderly!) Each student guided his or her 'buddy' as they shared in the festivities and activities. Throughout the day, as they joined together in a school tour, lunch, games and activities, the youth and seniors began to form relationships. A sense of connection and understanding emerged between the participants. At the end of the day, many students and their guests promised to keep in touch. Everyone was eager to continue this activity as an annual event. The most common complaint? - "there was too much to do in one day!"

"Back to School" day stimulated positive new attitudes between the generations. One elderly person commented that it ". . . restored my faith in the youth of our country." One student said he learned that, ". . . senior citizens are just as young on the inside as they were when they were young on the outside."

These experiences taught students that it is not bad to be elderly, and that older people like to have fun too! One student noticed that "older people are very energetic and full of life . . . . I guess I underestimated their abilities."

A sense of connection and understanding emerged between the "Back-to-School" day participants.

The elders gained insights about youth and their lives in school. They felt a warmth and respect from the students. One woman commented on ". . . the complete attention paid to each person, the friendly and warm concern." Another noted, ". . . the quality and variety of the school's education program." Another woman mentioned that had she not chosen to participate, she would have been sitting at home alone, watching television.

Students and faculty have become more involved in this thriving program. For example, the Student Volunteer Club distributed a survey to senior citizens to determine what intergener-

[3] PennSERVE maintains an active file of intergenerational and other SCS programs in Pennsylvania and elsewhere. Call or write for an examples that fit your particular needs and interests. See the Resource Appendix for more information.

ational initiative would interest them. They tabulated the responses with a computer program. They will present their findings to the Wayne County Area Agency on Aging to stimulate county-wide interest and involvement in programs such as "Back to School" day. The Volunteer Club also plans new activities for future Back-to-School days and other intergenerational community-service projects to be chosen by the members.

The growth of the Volunteer Club under the direction of Adviser Lisa Canfield, has been astounding. It began 1988 with a core of six members and now has 40 participants. Giving service can be contagious!

The Volunteer Club hosted its first-ever "Cruise to the Past" intergenerational prom in April, 1990. More than 200 senior citizens and their student escorts attended the event, which included music of the Big Band and Jazz eras and the crowning of a Prom King and Queen.

> "they say it's hard to grow old, but today it is worth it. We'll be talking about this for 10 years!"

This was the first prom for some of the elders (World War II intervened) and the students made this one as exciting as possible. One man exclaimed, "This is the first prom I've gone to, and it feels great. . . . everybody's nice and we're gonna cut a mean rug when the dancing starts!"

Was it memorable? One man commented, "they say it's hard to grow old, but today it is worth it. We'll be talking about this for 10 years!"

Besides the Volunteer Club initiatives, other school projects have taken an intergenerational focus. For instance, the school Art Department sponsored a County Art Forum exhibition in cooperation with the Wayne County Area Agency on Aging. The exhibit featured and sold art work of the students and area artists, including senior artists. In an eleventh grade English class, students were assigned to write essays about any person they admire. A popular choice among the students was . . . their grandparents! The twelfth grade English class developed a more involved class assignment with more opportunity for intergenerational impact. In this class, each student prepared a term paper in conjunction with a related project which benefits the community. One example of an intergenerational project was a paper which discussed the development of the floral industry. For the related project, the student made and delivered corsages for the Christmas party guests at the Wayne County Area Agency on Aging.

For information contact:

Ms. Betty Stoner
Community Service Coordinator
Western Wayne High School
R.D. #2
Lake Ariel, PA 18436
(717) 937-4112

One of the day's activities included a dance competition.

"A Recipe for Success"

Leechburg Area High School

Leechburg Area High School students "cooked" their way through 1989 doing community service for their area senior citizens. "Homemade Soup Day" and the Senior Citizens Appreciation Dinner are the hit intergenerational activities, according to the school's Community Service Coordinator Nancy Hebrank.

On January 18, Leechburg High School's ninth grade classes held a "soup day" for the residents in the area's two senior citizen high-rises. The ninth graders prepared homemade vegetable-beef and chicken noodle soup in Home Economics class. The residents brought containers to the lobby of their building to receive several servings of the soup of their choice. Vegetable-beef was the favorite of the day!

Ms. Hebrank reports that there is an overwhelming willingness on the students' part to participate in their community service activities. However, the students were frustrated by low attendance at some of the functions they organized. They even concluded that the elderly "just don't seem to want to put forth the effort to step out or attend any activity out of their routine," says Ms. Hebrank. To their credit, this obstacle only made the Leechburg students work harder to accomplish their goals! For instance, when students were disappointed in small number of reservations received for the Senior Citizens Appreciation Dinner, one student declared, "Let's go to the high-rises and knock on their doors and tell them we want them to come to our dinner. This is for them!"

The Dinner, held on May 16, 1990 in the high school cafeteria, was a great success. The students helped prepare and serve a delicious meal to over 85 senior citizens.

Ms. Hebrank points out that the seniors' reactions toward the students' efforts have been invariably positive. For example, at the Appreciation Dinner an elderly woman told one of the students, "You remind me of my granddaughter. You're so pretty." The student smiled and later said, "That made me feel good. I think she likes me."

To further Leechburg High School's intergenerational involvement, Ms. Hebrank and the school's Curriculum Coordinator, Anthony Defilippi, queried senior citizens at the Appreciation Dinner about their needs and interests, and how the students could help. They received many responses that triggered several new activities for the students.

For information contact:

Ms. Nancy Hebrank
Community Service Coordinator
Leechburg Area High School
215 First Street
Leechburg, PA 15656
(412) 842-0571

Senior citizens expressed a need for help in lawn care and shoveling snow. Because it seems that this service is widely needed, Ms. Hebrank put together a list of students available to do the chores. Their services will be advertised in the community during the coming year.

Ms. Hebrank explains that the community service program has had a wonderful effect on the students. Their experiences have motivated them. Now they just "dig in" and start working on their own. For example, several students decided to call Monday Night Bingo at one of the high-rises. Another student went during her study hall every week to run the sweeper for an elderly couple who suffered from physical problems and were unable to do the chore. Another played chess with a retired teacher who has suffered several strokes. The man's wife had requested someone to play chess with him to help keep his mind active. The student enjoyed their interaction even though the man couldn't speak.

Leechburg High School's community service program has had extremely positive results. The elderly are free to call Ms. Hebrank at the school when they need help. The program benefits the students as much as the elderly. Besides the rewarding personal experiences, the students are learning first hand about the realities of aging. In the school's home economics curriculum, they study the aging process and how it will affect their futures. This year the students went on a field trip to Kittanning, Armstrong County, to visit facilities and learn about services available for the senior citizen residents. As they toured the Senior Citizen Health Center, they visited with patients. They noted how these elderly were more frail and inactive compared to those at the high-rises. This contact with frail elderly gave the students a more complete picture of the aging process and a clearer understanding of the needs of the elderly.

Case #3

"Laughing Through the Years"

Bensalem High School

Community Service has become an "in thing to do" at Bensalem High School in Bensalem, Pennsylvania. Faculty Adviser Ms. Elizabeth Schaefer reports tremendous student involvement in their Community Service Club which boasts 400 members. As a result of the students' enthusiasm and involvement, its endeavors have been highly successful.

> In a clowning class held two days a year after school . . . the students learn to apply clown makeup and perform the art of mime.

Community Service Club members visit homes, hospitals, and hospices throughout the year. One particularly successful project has been the "adoption" of 75 senior citizen residents at the Hill House Manor Home, a nursing home in Bensalem. Each month the students visit the Hill House residents individually or in groups of about 40 students. They socialize, dance, and perform for the residents. Smiles, balloons, and music accompany all visits! The participants have discovered that music can become a binding (rather than a dividing) force between the generations.

A noteworthy component of the Community Service Club is that the concept of its three "troupes" - Service, Music, and Clowning. Each member belongs to the Service troupe, which plans and organizes all intergenerational activities. The members may choose to participate in the Music or Clowning troupe, which have specific functions during the visits. Every visit includes members from each troupe, which provide welcome diversions for the residents.

The Music troupe consists of volunteers with a talent for singing, dancing, or playing an instrument. One student is a ballerina. Even the school's faculty have gotten involved in the Music troupe. They organized a barbershop quartet to entertain Hill House residents!

The Clowning troupe is most popular with the students and has evolved into a clowning class held two days a year after school for two to three hours. The students learn to apply clown makeup and perform the art of mime. In 1989-90, 47 students participated in the clowning class and 10 football players held mini-workshops on "clowning" in the locker room before practices. The students enjoy this opportunity to "clown around" for its purpose is to entertain the elderly at the Hill House Manor Home.

With careful planning and preparation, students can learn and grow from intergenerational community service projects. Aside from regular visits to Hill House and other senior

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Bensalem clowns at work!

citizen facilities, students have taken the lead in planning a highly successful "Senior Citizen Prom." In 1989, the prom's theme was "The Roaring Twenties." The students did historical research in order to recreate the 1920s atmosphere. They conducted a year-long fund raising campaign, hand-delivered the invitations, hired a DJ, and decorated the hall. The students also made and wore costumes of the twenties and spent the evening serving and entertaining their elderly guests. The "Senior Citizen Prom" proceeded like a regular high school prom - except that those who attended were over 60! The "seniors" were delighted, especially the ladies who fought over the football players!

Unfortunately, the 1990 "Senior Citizen Prom" had to be canceled. Adviser Schaefer explained that there just was not enough time or money for decorations and costumes. Although many people were disappointed, Bensalem hopes to have another "Senior Citizen Prom" next year with a World War II theme.

Ms. Schaefer stresses the importance of communication among the volunteers. Prior to an intergenerational activity, the group leaders prepare a "warm-up" meeting to prepare for each activity or visit. They discuss the upcoming activity. Students who have already participated in the event share their experiences. After they have done the activity, the students meet again to discuss how it went and what they learned.

The club's newest idea is to videotape their service activities. Even though local newspapers have documented the students' contributions and accomplishments, the videos will provide an even better way to record and recall the joy these students bring to the senior citizens.

The students are also encouraged to keep a service log in which they record their feelings, fears, expectations, and experiences. They may share these at club meetings. While most experiences generate positive reactions from the students, a few have been disheartening. On one visit to a medical center, students were exposed to very ill patients housed in an unclean atmosphere and often left unattended by staff members. Since this incident, the Adviser has made a site visit to any new facility in order to assess its suitability and to prepare the students in advance for the site experience. Ms. Schaefer notes that a well-run facility promotes a better learning experience for students. Even if they encounter very ill patients, they probably will not be afraid to volunteer again if the facility is organized and there is cooperation between the facility and the volunteer group. This example also underscores the importance of guided reflection as part of the process of a service-learning program.

This Community Service Club has helped to form some very positive links between the generations in Bensalem. Despite the students' limited time and money, they have helped bring excitement, happiness, and an increase in the seniors' self-worth. The students have provided opportunities to the older residents to learn and grow by sharing their interests and skills with the elders. One student will never forget his visit to Hill House when an elderly lady whispered to him, "Do you realize that one visit from you makes my whole week." The ability to touch another person in this way is an experience the Bensalem students will always remember.

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Educational Consultant, Community Service Club
Bensalem High School
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Bensalem, PA 19020
(215) 244-2700

"Tales of Our Years (Community Oral Histories)"

Abraham Lincoln High School (Philadelphia)
and
Woolslair Elementary School (Pittsburgh)

For information contact:

Dr. Harry E. Silcox, Principal
Abraham Lincoln High School
Rowland & Ryan Avenues
Philadelphia, PA 19136
(215) 335-5653

At Abraham Lincoln High School in Philadelphia, social studies classes participated in an oral history project that is part of their curriculum in the 1989 school year. Principal Harry Silcox and history teacher Jerry Newman put the students to work gathering pictures, documents, and personal histories. The students interviewed a variety of older residents and spent much time doing research at the library. The students were surprised to find "so much history" in their own neighborhoods! By the time they finished, they had interviewed over 40 older residents and collected over 350 photographs and documents dating back as far as the early 1800's. The students used their information to write a 162-page book which details the history of their communities. Teacher Newman says the students "were amazed to learn the history. Many of them had never really talked to older people before. They just thought of them as non-entities. By the time we finished, the older people became 'real persons' to them. There was a bond forming. I could see it happening, and it was great."

Elementary students at Woolslair Elementary in Pittsburgh collaborated in an oral history project with Canterbury Place, a retirement home located in their neighborhood. The project's purpose was to have the children interact with the elderly while learning the history of their community. Initially, students learned how to conduct an interview. They learned what it would be like dealing with the elderly. They learned about the use of eye contact and proper body language with the elderly. Then the students were encouraged to write letters to older persons to see what interests they might have in common and what would be interesting to talk about during the interview. The students developed a survey and phoned the neighborhood elderly to ask them to participate in the oral history project. On walking tours, elderly and the children learned together about historical landmarks, housing styles, and overall community history. The tours were a great success, providing enjoyment and a fostering a bond through sharing history that linked these generations to the community. The children's hard work and creativity paid off with the completion of the ***Woolslair Oral History Magazine***, a collection of articles, interviews and photographs from the children's experiences.

For information contact:

Ms. Dee Weaver
Woolslair Elementary Gifted Center
501 40th Street
Pittsburgh, PA 15224
(412) 622-8470

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III. DEVELOPING THE INTERGENERATIONAL COMMUNITY SERVICE PROGRAM

This chapter presents information about the processes that the teacher/adviser and student leaders can use to develop an intergenerational service program. In a sense, it is the heart of the manual. Naturally, much of this information applies to all forms of Student Community Service. Some applies specifically to intergenerational service.

We begin by laying out options for starting a school-based community service program. From there, we discuss ways to connect with organizations involving the elderly with whom the SCS group may be able to partner. We present a variety of options for intergenerational program activities and projects. We discuss the details of actually implementing the program's activities. The chapter ends with a detailed agenda which the teacher or adviser can use to provide young volunteers with a background for providing service to the elderly.

School support, credit, and curriculum considerations

Before developing an intergenerational S-L or SCS program it may be helpful to consider what place it will have in your school's organization and mission. How will it contribute to the school's educational, student development, or community support goals? For example, will it be a separate *club* (as at Bensalem H.S.) or will be part of an existing club's activities? Can volunteering be a field experience or laboratory for a credit-bearing class? Might community service become the theme for an entire class or even for the entire school?

Below, you will find more about the range of options to consider. They are arranged in order from *least*-integrated to *most*-integrated into the school curriculum.[4] Which one most closely represents S-L or SCS programs already in your school?

1. ***Club or extra-curricular activity***

In a club, community service is purely voluntary, and generally takes place outside the school. The school may support it, however, with space, materials, photocopier access, etc. Students participate during their free time. Because club-based SCS is entirely extra-curricular, with no credit available, its survival depends on committed leadership, good organization, and status among students. Clubs are the traditional method of organizing school-based community service. Examples include Key Club, 4-H, Honor Society, and Future Farmers of America. Some schools require every approved club to engage in some form of community service!

2. ***Community Service Credit***

Some schools award academic credit to students who perform community service. Some districts allow students to receive extra credit for service conducted in conjunction with a course. It is often the student's responsibility to find an agency with which to serve. In some cases, a school person serves as a volunteer opportunity 'clearinghouse.' **Note:** In Pennsylvania, Community Service credit may be earned through the Independent Study provisions of Chapter V of the State Board of Education's regulatory guidelines.

3. ***Service "Laboratory"***

The "laboratory" (or field experience) option uses community service as part of a course. Service is required; it may take place during class or substitute for class hours. In the laboratory, students can "gather, test, and apply information related to course content and can enhance the skills associated with the course."[5] The students relate the course's content to the insights and experiences they gain through giving service. For example, students in a sociology course might visit nursing home residents twice a week for six or eight weeks to get to know some of them, to learn about them and what their lives are

[4] This classification was developed by Conrad and Hedin, based on an extensive survey of programs currently operating in U.S. schools.

[5] Conrad and Hedin, 1989, p. 13.

like, while keeping a journal and writing a report on their experiences. An intergenerational field experience is most often part of a social studies, psychology, or history class, but has been used all across the curriculum. About 1,300 schools in the U.S. offer this form of service-learning.

4. *Community Service Class*

In a community service class the students may initiate and conduct their own service program or they may take placements with outside agencies. Class time is usually divided between training, volunteering, and reflection. The students do service for its own sake, and to provide a focus and "data" for classroom discussion. The class itself should incorporate information, skills, and principles that help the students learn and provide quality service.

Adding a service class (or field experience) to the curriculum makes community service a more productive learning experience. The traditional club organization of student community service is no longer as viable in the busy world of today's youth. Case study #2 provides an example of a difficulty faced by non-integrated SCS: the Clowning Class and the Community Service Club at Bensalem High School meet only after school or during lunch periods. This schedule has been inconvenient because many students who might join have after-school sports or jobs. Additionally, after-school hours do not provide the time necessary to hold efficient meetings for a club of this size with so many programs. Adviser Schaefer stresses that there is a real need for community service class time when the service activities are so diverse and involve so many (up to 400) students.

Finally, many students who may particularly benefit from the self-esteem enhancement of SCS may be the least likely to step forward to join a club.

5. *School-Wide or Class-Wide Service Theme*

In a few schools and school districts, CS has been adopted as a central teaching-learning method and is integrated into many classes and activities. At least five public school districts in Pennsylvania now *require* service as a graduation requirement.[6] A unique example of a school-wide theme outside Pennsylvania is the partnership between the Tucson (Arizona) Schools and the Pima Council on Aging. Students from kindergarten to 12th grade provide age-appropriate service to the city's large and growing senior population. The service partnership is reciprocal, too: seniors come into the schools to serve as aides, tutors, and mentors.

School-based programs vary enormously. In addition to traditional voluntary service as part of an extra-curricular activity, more and more schools are integrating service activities into the regular curriculum. It adds a new challenge to the mission of the school; it means that a staff member must be given time to coordinate student service activities and programs. However, the benefits to students and the community are manifold and rewarding. "Although some teachers and administrators are wary of directly involving schools in Community Service -- fearing it will be one more 'add-on' in an already overcrowded day -- those who have tried it typically are very enthusiastic."[7]

Determining community needs and resources

Now that you have decided to serve the elderly, you must decide on *what kind* of service, and *how* you will provide it.

There are two ways to start an intergenerational service program; they differ in degree of formality. The informal approach involves individual initiative and connections. Perhaps the teacher/adviser or student leader knows somebody who works with the elderly. Maybe a student's grandparent lives at a nursing home

[6] They are: Bethlehem, Elizabethtown, Fox Chapel, Keystone Oaks, and Steel Valley high schools.

[7] Quoted in *Teacher*, February 1990, p. 60.

or a student's parent works at one. These personal contacts can lead to a fruitful program. Remember, though, that even this 'short-cut' program beginning must be supported by careful preparation (see "Getting the program off the ground").

Before beginning this process it is advisable and productive to learn about the needs of the community's elderly and the interest of agencies in participating. One way to do this is to conduct a "community needs assessment." This is the formal approach, which involves linking groups and an agency or agencies, who together develop a service partnership.

A community needs assessment will help your group learn what problems or needs exist among the elderly. It will uncover opportunities for helping to meet those needs. A needs assessment does not need to be a rigorous "scientific" undertaking. Its goal is simple: to gain useful information. Equally important, in the process of conducting it, the group will make contact with people and agencies who can help you start and run an intergenerational service program.

Before beginning the needs assessment, you should ask yourselves the following questions:

1) What do we want to find out?
2) Should it be oral (interviews) or written?
3) Where can we find the information?
4) How much information do we need?
5) How accurate does it have to be?
6) How much time should it take?
7) How can the survey be made part of the SCS experience?

When you answer these questions, you will be ready to start!

A simple, effective way to do a community needs assessment is to ask the professionals who work with the elderly in your community. Call to interview them. Or write a letter to accompany a written survey. Tell who you are, how many student participants you have or might have, and how old they are. Ask your questions. (See the Administrative Appendix for a sample one-page format. Add to it. Use it either as a telephone interview tool or as a written-response survey.) One advantage of a written survey is that the respondents have more time to consider your questions. A disadvantage is that you may have to remind its recipients to respond. Below is a list of agencies and persons to approach with the survey:

- The local Area Agency on Aging (AAA) office. There will be at least one in your county (or multi-county region for rural areas). The AAA office coordinates a variety of programs serving the well and frail elderly. Its staff can give you ideas, information, and contacts with other agencies.

- Nursing and personal care facilities, and adult day care centers. These long-term care facilities often also have *volunteer coordinators* or *activities directors* (may be the same person). They are likely to be helpful and interested contacts.

- Administrators or Tenant Council Chairpersons at senior housing facilities and senior centers or meal sites. (These facilities, which provide mainly social and recreational programs, may also have activities directors.)

- Volunteer Action Center (VAC). The Director can tell you what requests they most often receive regarding the elderly. He or she can connect you with persons or organizations that might be interested in your services. They may also be able to put you in touch with seniors who might like to work *with* your group. (What better idea than to connect with well older persons and young volunteers to serve frail elderly!)[8]

- Local Retired Senior Volunteer Program (RSVP). The Director may be able to link you with active seniors who would be interested in volunteering in the community. For instance, well elders could partner with youth in visiting home-bound elders, or supervise crews of students engaging in home chores. (RSVP is a national organization which supports linkages between schools and communities' well-elderly in a

[8] PennSERVE can provide a list of VACs in Pennsylvania.

variety of intergenerational options.) There are 14 RSVP programs around Pennsylvania.

- Local chapters of the **American Association of Retired Persons (AARP)**. Maybe the chapter would adopt your project, or collaborate in joint community service activities or community programs. This partnership would be an effective and rewarding option. The national AARP has a strong commitment to intergenerational programming.

Recommendations for conducting the needs assessment and making community contacts:

- Present your ideas; be sure to find out what programs have previously worked well.
- Inquire about partnering with an existing program (you need not do something totally original).
- Make initial inquiries about whether your group may obtain support. Financial support is difficult to secure at first. It is more realistic to seek in-kind support such as supplies, space, secretarial help, or help in acknowledging volunteers' contributions.

Finally, an innovative and potentially very productive way to do the community needs assessment is to sponsor an **intergenerational mini-conference or workshop**. The object of an intergenerational workshop is to bring people together, to brainstorm ideas, and to begin to develop a structure for introducing new people, connections and ideas into a program. The event should include a school adviser, student leaders, senior citizen representatives, and agency or gerontology professionals. It could last from one-half to a whole day. References in the Resources Appendix can help you in doing this.

Square dancing on wheels!

Options and suggestions for intergenerational service programs

Even before doing a community needs assessment, it will be helpful to have activities in mind. The following list summarizes different types of intergenerational SCS programs, typical activities, and volunteer and leadership roles.

Friendly visiting:

This is the most common type of intergenerational community service. It involves individuals or groups of youth making regular visits to institutionalized or homebound elderly. Friendly visiting programs foster long-lasting friendships between the young and older participants. In addition, the youths learn first-hand about aging and the elderly. They help the elderly keep in touch with the world of today's youth -- which is, needless to say, much different from the world in which the elders grew up. These contacts can have positive effects on the physical and mental health of the frail elderly. Individual friendly visiting is generally

most appropriate for older students (grades nine and older). (See the Administrative Appendix for a copy of the Fact Sheet on Generations Together's friendly visitor program.)

It is important that one-to-one friendly visiting be consistent. Otherwise, it is difficult or frustrating for the student and the elder to establish a productive and enjoyable relationship. As with any relationship, it takes time to develop -- time for the occurrence of the special moments and insights that cement a friendship. In addition, for a frail or socially isolated elderly person, visits from a young visitor often take on great significance. The visits may become treasured occasions for conversation, to get outdoors for a while, or to play a favorite game. The elder may become very disappointed (or worse, may regard it as another sign of the decline of today's youth) if the volunteer visits infrequently, arrives late, or quits after a few visits. As a rule of thumb *do not* set up individual visits if they will not occur *at least* twice a month for at least three months. (More time and visits are preferable.)

Group friendly visiting and activities:

In Homestead, Pennsylvania, "Steel Valley Generations Together" organizes group activities. Students from St. Therese's Elementary School, Woodlawn Middle School, and Steel Valley High School visit residents at a large personal care boarding facility. Band and choral students give occasional performances. The program's regular volunteers participate in monthly birthday parties and holiday theme parties (e.g., Halloween, Valentine's Day) for the residents. Other groups come occasionally to do arts and crafts with the residents.

Many students favor group activities. Especially when students are just starting to get to know the elders, group activities offer more security. While most students -- high school, junior high, and elementary -- enjoy taking part in group activities with the elderly, groups are definitely preferable for younger students (preschool through grade 8). Younger students may not have social skills appropriate for unsupervised one-to-one visiting or other activities.

The organization and social atmosphere of group activities are different than for individual visiting. For this reason it is not necessary that they take place as often. However, the students and the elderly may not gain the full benefits of the interactions until they have come together a few times. In a quality program, *commitment and consistency* in group-based activities are just as important as in individually oriented service.

A note about group activities:

Well-run and supervised group activities, such as art at a nursing home, are stimulating and enjoyable when:

- the activity is moderately challenging for the older and younger participants, and
- the group members make personal contact.

Personal contact occurs most readily when the leaders work to create an atmosphere that encourages both the young and the elderly to feel comfortable enough to interact with each other. An 'ice-breaking' activity is extremely useful for first-time meetings.[9]

However, group activities sometimes stifle interaction between older adults and youth, particularly teenagers. There are two reasons for this. First, peer group interactions are extremely important to teenagers. Second, having to interact with the elderly may be new to some, and somewhat frightening. As a result, the students may lean heavily on each other, become reluctant to reach out to the elders, or, sometimes, goof off. Finally, the elders themselves may be less comfortable with teenagers than with elementary school volunteers.

Chore services:

There are two types of chore service programs. One provides short-term help, the other, long-term help. In both, students provide home maintenance chores for elderly who are unable to do the work themselves and who may not be able to pay to have it done.

[9] Check your public library for A Handbook of Structured Exercises for Human Relations Training, by J. William Pfeiffer and John E. Jones. Many editions beginning 1973. These volumes contain numerous 'ice-breaking' exercises, games, and other group and interpersonal relations activities.

In the first type, students do seasonal chores such as cleaning windows, shoveling snow, raking leaves, or doing yard or garden work. Some schools have student teams, supervised by an adult volunteer or teacher, who clean yards and wash windows for the elderly. There are also non-seasonal chores which frail homebound elderly need: house cleaning, shopping, or escorting to stores, etc.

Some areas also have programs in which trained volunteers help frail elderly persons with household chores on a long term basis. The basic objective is to help frail elderly avoid institutionalization by enabling them to remain at home with consistent support. Since this service involves longer term commitment and a variety of professional aids, this type of chore service is generally organized by professional agencies such as the Area Agency on Aging. If such a program exists in your area, the group might be able to partner with it. For instance, it could adopt some of the program's clients, with volunteer teams providing services on a rotating basis. Larger group service activities might include painting an apartment or helping older people move.

Community oral history:

You might not initially think of oral history as community service. Yet such a program accomplishes at least two important things related to service. It enables the elderly to affirm their place in the community as they pass on their knowledge and experiences. (See case study #5.) The process of collecting and writing the history of the city or neighborhood through the recollections of its elderly produces a product that can inform the larger community. The students' crucial roles in this process can help them to become more involved citizens themselves.

Special events:

Special intergenerational service events can be organized on a one-time or a recurring basis. Some examples include:

- Back-to-school day (see Case Study #1)
- Intergenerational prom or dance (Case Study #3)
- Intergenerational "Community Clean-Up" (sprucing up a run-down area)
- Interage luncheon (see Case Study #2)
- Planting a garden
- Commemorating a holiday (4th of July, Flag Day)
- Field-trips to a play, a sporting event, a concert, etc.
- Intergenerational mini-conference.

Innovation:

Use your imagination! You may think of something different from the above or a combination approach. Here are some possibilities involving different classes:

- Computer or English class. For example, students at a middle school in Issaquah (Seattle), Washington, use their computer class to produce a newsletter for a nursing home. To do so, they keep track of activities at the home, interview residents, write the articles, and do the artwork, etc. The district's community education coordinator says students have become committed to this program, because "they see how much the seniors appreciate the work they're doing."[10] This program would fit equally well into a writing or an English

Making a pinch pot.

[10] Quoted in Schapiro, Renie, "Assignment: Make a Difference," *Teacher*, February, 1990, p. 64.

class -- perhaps in cooperation with a computer or typing class.

- **Art.** The elderly can certainly be creative, even if they might need some help to implement the ideas. So bring art or crafts to the frail elderly. Work with active elders at a senior center. This provides both young and old with enjoyment, while encouraging exchanges of ideas, techniques, insights, and friendships.

- **Shop or Home Economics.** A shop class could make picnic tables for a nursing home or senior center. Present the tables to the residents and inaugurate them with a youth-senior picnic! This would be a nice gesture toward a non-profit facility that has limited resources. Home economics students could make a picnic meal to bring to a nursing home. (They might first need to learn about nutritional needs of the elderly.)

- **Music or Drama.** Consider an intergenerational talent show, or share a dress rehearsal with invited elderly.

Getting the program off the ground

Once you have decided *what* to do and with *whom* to do it, you are ready to begin your program. Your group -- with its designated leader(s) -- now needs to address the crucial aspects of any such program. These aspects include:

- Defining the mission and goals
- Organizing (who will do what)
- Publicizing activities
- Recruiting students and elderly
- Training the volunteers
- Maintaining the program
- Recognizing participants (young and old)
- Providing opportunities for reflection, study, and learning
- Evaluating the outcomes

Initially, a small group of student leaders may organize the program. The students should be advised or directed by a teacher or other appropriate adult (e.g., counselor). This teacher-adviser should provide direction, encouragement, problem-solving help, and links with the school administration and outside community. The adult adviser's participation will probably make it easier to access community supports, financial or otherwise.

The organizing group should:

1) Set the overall goals and mission
2) Organize committees or choose individuals to:
   - Research service needs and opportunities
   - Design and prepare a publicity campaign
   - Recruit students
   - Meet with professionals in the community
   - Raise any necessary funds or non-financial support
3) Plan and schedule the activities

A caution: The students who organize or become involved in the program must not become a clique. It is natural that the initial organizers may be of similar outlook. However, they and the adviser should make a genuine effort to involve a variety of students. Among other things, this will make recruiting easier. Other students will join more readily if they feel that the service group is not just for "jocks," "nerds," "geeks," etc.

Developing the program's goals:

Before you go any further, it will be useful to help define the general direction of your program by developing some general goals. This general goal is sometimes called a "mission statement." The mission statement should be a broad declaration of the program's purpose. It defines this purpose for its participants,

sponsors, and the public. The program's purpose is its reason for being! This may seem obvious, but it is a commonly neglected step. This is an example of a mission statement:

> To promote, through SCS, mutual understanding between the young and old citizens of Middletown.

A program can certainly survive without a mission statement, but the thought that goes into creating a mission statement spills over into other areas of the program. A mission statement can be revised, if necessary or desired. The program's objectives should follow from the mission statement. An objective must have measurable outcomes. This is an example of an objective:

> To provide 15 friendly visitors to 25 residents of Shady Grove Personal Care Center each semester.

The next section covers more details about developing specific objectives for your program.

The mission statement and objectives serve several functions. They promote group identity, provide focus for the program, and aid program evaluation.

Developing relationships with agencies and sites

Let us assume that you (the SCS leaders) know how your program will fit into its school system. You have identified needs among your community's elderly that student volunteers can help to fill. You have an idea about specific ways to meet those needs. You may also know what kinds of service the students would like to give. Now it is time to put it all together. "But how . . .?"

For most groups, the answer is most likely, "By linking with an agency that responded positively to your community needs assessment." Therefore, the next step is to call the agency's director or other staff persons and schedule a meeting whose purpose is to develop some ideas for service options. At this meeting, consider activities for groups *and* individuals. Discuss the details covering "who, what, where, when, and how" (see below for specifics). During and after this meeting, draft a document which outlines the expectations and responsibilities of the school group and the host agency. The idea behind this document (called a "Memorandum of Understanding" or MoU) is to develop a shared understanding of, and commitment to, the project. (See the Administrative Appendix for a sample MoU.)

The MoU helps the volunteers and the agency to know what is expected of them. This is desirable for many reasons. Volunteering has its own commitments and standards. Volunteers are not totally free agents just because they do not get paid. Second, you will not be "just volunteers." You will be making valuable contributions to your community, contributions that are worthy of commitment. Finally, the process of developing an MoU will result in better communication between you and the agency. It also provides a useful continuing reference, to review occasionally and serves as a benchmark for evaluating your program and celebrating your achievements. Are you still doing what you agreed to do? Are you doing more? Does the MoU need to be changed or updated?

Every school district in Northhampton County signs a "contract" with the county Area Agency on Aging. The non-financial contract commits the schools, senior centers, and other facilities to work together to promote intergenerational service and activities. In 1989, 2,234 students of all ages provided 24,735 hours of service![11]

What to put into the Memorandum of Understanding (use this as a checklist):

> The student volunteer group should specify:
> - Number of volunteers available
> - How often they are available (as a group or individually)

[11] For more information contact Ms. Sandy Zanck, Northhamptom County Area Agency on Aging, RD #1, Box 943, Shamokin, PA, 17872. (717) 644-4545.

- Minimum level of service (e.g., number of hours, activities, visits)
- Coordinator or contact person(s)
- Other conditions or expectations (e.g., list of appropriate duties and responsibilities, academic expectations).

The facility serving the elderly should specify:

- Volunteer job description (they probably already have one)
- Number of volunteers they can use
- Type(s) of activities in which volunteers will be placed
- How often consultations should occur between the student group leaders and partnering agencies
- Training, orientation, and reflection for the volunteers
- Dates, days, and times appropriate for volunteering
- Who will supervise volunteers and answer their questions, etc.
- Other expectations or conditions.

All or some of these conditions should be part of a document that is signed by the school's coordinator or adviser, and by a representative of the collaborating agency.

Serving individual elderly:

If your program will serve only individuals (e.g., a home chore service), the MoU may be simpler -- more like a program "fact sheet." It should specify what kinds of service the volunteers can and cannot perform. This clarification will ensure that the students are not asked to perform dangerous or other inappropriate services. Be sure to include a section that the individual elder must sign to give permission for the students to provide the specified services. There should be language which releases the students or school from liability for accidents, etc. Inquire whether your school system carries insurance for students engaged in volunteer activities.

Collaborating to create a service activity: A hypothetical example

> The Alexander Graham Bell Middle School science classes are studying a botany unit and the teacher has decided that a related service project will be offered for extra credit. The teacher and three interested students meet with the activities staff from a nearby personal care facility to plan a spring gardening project. At this meeting, they decide that the personal care home will provide materials (tools, seeds, fertilizer, and snacks). They also decide to match 10 student participants with one elder each and that the student/senior pairs will be responsible for cultivating a section of the garden. They will jointly decide what to plant. The students will germinate the seeds at school, prepare the soil under the direction of the seniors, plant the sprouts, and weed the plot each week for 12 weeks. Each student will also research the crop they and their partner have started, and make short presentations about it to the entire group.

Recruiting student volunteers

Once the service has been arranged, it is time for the program leaders (teacher/adviser and students) to recruit other students. One of the tricks to effective recruiting is to be ready to train new volunteers immediately after they have been recruited, and to place them into volunteer activities soon after training. This section offers ideas and techniques for recruiting student volunteers. More specifically, it focuses on how to interest young people in working with the elderly.

Motives for volunteering

Do people volunteer out of altruism (selfless love for their fellow humans) or self interest (to get something out of it)?

Most experts on volunteering would agree that people volunteer for a variety of reasons, but that most people combine altruism *and* self interest. Volunteers want to help others; they also enjoy the emotional satisfaction that this brings. They may be motivated by the *ideals* of service; they can also benefit from the record or name that they make for themselves. In general, the volunteers who stay involved and are consistent are those who volunteer for others *and* for themselves. Those who initially have a purely idealistic motivation are often the most easily frustrated by the difficulties that can arise. They may not persist, therefore. Ideally, volunteering should be undertaken for both sets of reasons.

Typically, young students (elementary school) do not "volunteer." They must be organized for voluntary service. They have not undergone the social and moral development that provides the foundation for true voluntarism. Older students (middle school and up) are more likely to have some idealistic or conceptually-based reasons for volunteering.

A gardening project.

Adolescence involves certain developmental tasks. In the psychosocial realm, the most important of these is the search for a *positive self-identity*. Positive self-identity is established by, among other things: discovering useful or fulfilling social roles, being influenced by accessible role models, and receiving positive reinforcement for participating in productive and responsible activities. Of course, most teenagers do not know these things! But to the extent that they need to have these experiences, they will be ready for recruitment into community service activities. Read the following section with this in mind.

The benefits of doing community service (a section especially for students!):

A successful recruitment campaign will help students to make a connection between their needs and the benefits of volunteer service.

A recruiting scenario

> **Jeff** (a sophomore at Lincoln High): "Paula, would you like to come to the meeting of 'Helping Hands?' It's a group of students who want to organize to do chores for senior citizens who cannot do them by themselves."
>
> **Paula** (to Jeff): "Sure! That sound good." (To herself: "Yea, but why should I get involved with *old* people? And what will *I* get out of it?")

While Paula's questions may seem selfish and inconsistent with her answer, they are quite natural. Have *you* ever had reservations such as Paula's? If so, don't feel guilty, but use your own experience to help you relate to other students like Paula.

How would you answer if you were Jeff? When you are recruiting (in person or as part of a media campaign) cite some of the following general reasons to volunteer. You might stress that volunteering:

- Provides opportunities for leadership experience
- Benefits the community
- 'Looks good on your record'
- Strengthens a job or college application
- Provides potentially valuable job or career experiences and contacts
- Is fun, different, interesting, awesome, and cool
- Teaches a variety of social and communications skills

How Lower Burrell "killed three birds with one stone."

When a small group of Lower Burrell High School (Westmoreland County) students wanted to start a service project they used an innovative way to accomplish several objectives. They distributed a questionnaire to all students in order to learn what volunteer activities students were already doing and what they might be interested in doing. The questionnaire therefore helped these student organizers to:

- Assess the other students's interest in volunteering
- Publicize their own plans for a volunteer program
- Choose an appropriate project for their school.

Volunteers also experience personal satisfactions because they:

- Make new friends;
- Earn respect and are recognized for their efforts;
- Gain experience that they cannot get in school or at home;
- Actually *do* something about the needs they see around them; and
- Most importantly, they feel good about themselves because they matter to a person or persons who needs them: they make a difference.

All these reasons may apply to volunteer community service in general. But let's be more specific. "Why should I (or we) work with the elderly?" Here are some "intergenerational answers." (Can you think of others?):

- You may be interested in the living history and experiences that an elder of your cultural, religious, or ethnic group can impart.

- The need is simply great. We noted earlier how the number of elderly is rapidly increasing, and that many of them require special services.

- Your grandparents live far away and you want to have some contact with an older person, maybe a substitute grandparent.

- You may be thinking of studying the field of gerontology.

- You feel that older people are not well-respected and want to do something about it.

Finally, the recruiters should be prepared to answer other questions that students may have, such as:

- What is the expected commitment?
- Who are the people for whom I might work?
- What difficulties might there be?
- What are the volunteer duties?

Involving "at-risk" students:

Intergenerational programs should involve a variety of students. One of the greatest problems of youth today is low self-esteem. This is true for youth of all backgrounds, but especially for low-income and other at-risk youth. Involvement in positive roles, receiving reinforcement and recognition for community service involvement, is a wonderful way to build students' self-esteem. Generations Together's annual survey of our intergenerational youth service program shows that nearly 90% of the students report "moderately" or "greatly increased" feelings of "self-worth."

"At-risk" youth are those who are not doing well in school, who live in low-income families, have disrupted family lives, have drug or alcohol problems, or who have had scrapes with the law. Although these are not the kids who come to mind when thinking of developing youth service, they are the ones who can benefit the most from a well-planned program that matches their needs. Given the proper guidance, direction, and supervision, they will respond to the responsibility of service and sense of value for their efforts. This, in turn,

can increase their self-esteem and the likelihood of their becoming adults who contribute to their communities, rather than adding to community problems.

A heartening example of this kind of effect can be seen in the words of a 16-year-old boy, a runaway, then living in a youth shelter in Pittsburgh. He said this of his visits with a blind, 86-year-old nursing home resident: "I have always felt useless because that was what was expected of me. I don't feel that way now. I have brought happiness to a sick old lady who has much less than I do."

Many of the learning and behavior problems of at-risk youth have a basis in low self-esteem. Helping, or working with someone who needs or appreciates their help, is an effective way to increase their self-esteem and to enhance their feeling of competence. These factors are very evident in intergenerational service. At-risk youth serving the elderly is of particular benefit because the older person may become a positive role model for the youth.

A note about intergenerational community service and the sexes:

Early on in developing an intergenerational service program, the group should make special efforts to involve boys. A 1985 survey by the Wisconsin Center for Educational Research found that females account for 60% of the participants in all voluntary service programs in schools. This preponderance of girls will be more evident in an intergenerational service program because boys are less likely to be interested in working with the elderly. The report suggests that most boys do not feel comfortable in traditionally 'non-masculine' activities such as working in nursing homes, with the handicapped, or with young children.

Despite the fact that women outnumber men in facilities serving the elderly (women outlive men), is may be otherwise difficult to find enough boys to match with elderly men.

Generations Together's experience has been that of the 25% of boys who attend training for an friendly visiting program, only half (or 12% of the youth) go on to volunteer. Nevertheless, the boys who become hooked make excellent contributions; they enjoy and value the elderly friends that they make.

You will need to be creative about recruiting a significant number of boys. The best way to start is to get at least a couple of boys involved in planning the program. This involvement may make boys more likely to recruit their friends and for the group to develop service activities that appeal to the males. Boys, more so than girls, like to have specific tasks to do; they are often uncomfortable in 'just' a companion role. They often respond more readily to opportunities to give performances or do chores. They are often most comfortable working with older men. Bensalem High School was very successful in using the leadership of the football team to assure that service is "macho."

Recruiting older participants

This section is most relevant if your program focuses on serving elderly persons in their own homes, for instance, with a friendly visiting or chore service program. If you will be working with an institution, the staff will probably be responsible for identifying elderly participants and matching them with volunteers.

The following approaches have proven valuable in recruiting seniors who could benefit from your services:

1) Public service advertisements in local newspapers and radio stations (no cost)

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2) Posters or flyers in:
- senior centers
- senior high rises
- shopping areas
- churches
- libraries
- post offices

(Remember, to reach homebound elderly, posters should request referrals.)

3) Personal contacts and word-of-mouth (The latter is the most effective recruitment tool once a program is underway!)

4) Agency referrals

Concerns potential elderly participants may have:

Quite naturally, the first question potential elderly participants have is, "Who are the kids that will come to my home?" (Remember that an institutional setting is still "home" for its residents.) In particular, seniors who live alone may be afraid to let teens into their home. They may be afraid of being victimized, or may just think that they will have nothing to say to a young person. Do not be surprised if many elderly invited to participate turn down the offer. This will probably be the case until your program develops a positive reputation. After that, watch out! You may receive more requests than you have volunteers to respond!

For many elderly, another concern is that the young will perceive them as "needy." No matter what service the volunteers will perform, it is important to remember that the elders do not want to be seen as recipients of charity. For they, too, have things to contribute -- memories, dreams, reflections, experiences, ideas, values, insights, and perhaps, other specific skills to share with or teach to those who are younger. Remember, one of the strongest values inherent *intergenerational* service is that young and older participants interact -- to learn *from*, and *about*, each other.

"Magic Me" (see the Resource Appendix for more information) is a well known intergenerational program focusing on at-risk youth. It links young teens with elderly people in nursing homes in a process that has helped thousands of youth "open their hearts and minds" to the joys of interacting with the frail elderly. In the process of contributing with the elderly, these teens discover their own self-worth.

The participants are trained to approach the elderly and handicapped. They are matched with an elder on an initial visit during a school day. For the rest of the year each young-old pair works together on a program which results in a relationship between the two. They may write, draw, compose songs, or walk in the park. The students keep journals and meet monthly to discuss their experiences and relationships.

Training students for intergenerational experiences

Unless they have had significant prior experience with elderly persons, most children and youths have unspoken fears, stereotypes, and questions about the elderly. As Jean B. Rose has written, "An understanding of the reality of the aging process is essential for positive attitudes toward interage programs because people act according to their perceptions, whether or not these perceptions are accurate." Therefore, it is important for an intergenerational community service program to include pre-service training for the volunteers.

At a minimum, the training should provide age-appropriate information about aging and the elderly. It should also include specific information about the people to be served. It should help the youth understand and enjoy what they will do. Students should become familiar with the needs, characteristics, strengths, and expectations of older persons.

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They should become familiar with the background, hobbies, interests and condition of the elderly to be served. They should discuss some common *myths* about aging:

- Older people are all alike
- Older people cannot learn
- Older people are mostly senile
- Older persons can no longer contribute in any meaningful way to society
- Older persons fear death more than younger people
- Most elderly are sick and/or infirm
- Older persons are old-fashioned

Some of these stereotypes are already being debunked. Television, in particular, is reflecting the changes underway in our society. There are now several series in which older actors and actresses portray strong, vibrant, active, or influential elderly characters. Nevertheless, the fact that most young people have so little contact with the elderly makes it difficult to *really* understand that elderly are worth knowing and have much to offer the young. Seeing positive portrayals of aging in the media and learning about aging in school helps debunk some of the negative mythology, but it cannot teach what experience teaches.

The following section contains a detailed outline that will enable a teacher or other adult group leader to conduct training for intergenerational volunteers. The session(s) will give the students some crucial background for understanding both well and frail seniors. The materials deal with normal aging topics -- its problems and satisfactions, the frail elderly, myths and stereotypes about aging, examining personal attitudes about aging, dealing with fears, and improving communications skills. The bracketed and capitalized words refer to supporting material or information collected in the Training Appendix. Except where otherwise credited, the materials have been developed by Generations Together specifically for training young volunteers. *Please feel free to reproduce and use any of the material.*[12]

The training and materials may be used with a wide range of students. The trainer should become familiar with the material and determine which parts are most appropriate for the trainees. However, our experience is that most of the materials can be used with students of all ages. Because they are largely discussion- and experience-oriented, *the students will respond according to their level of comprehension.*

Sharing a memory.

[12] Except the "Facts on Aging" quiz by Palmore, which is copyrighted.

IV. TRAINING MODULE: HOW TO PREPARE YOUTH TO WORK WITH WELL, FRAIL OR INSTITUTIONALIZED ELDERLY

The Learning Objectives

The following suggested learning objectives cover basic issues related to aging and the elderly. The trainer may modify or expand them, depending on the students' ages, time available, and his or her own background. The support materials (forms, quiz, role play scripts, lecture and discussion notes) shown in brackets in the Training Agenda are located in the Training Appendix.

After taking part in this training, the student volunteer should be able to:

1) Identify at least three changes that occur in the body as a result of normal aging.
2) Identify at least three social losses related to aging.
3) Share in a group setting two things that he or she thinks would be nice about growing old.
4) Share in a group two things that worry him or her about growing old.
5) Take part in role plays and related discussion about communicating with elderly persons.
6) Provide correct or reasonable responses to two hypothetical situations involving working with elderly persons.
7) Share two feelings or perceptions related to a simulated sensory loss exercise.
8) Identify at least two ways to help communicate with a sensory-impaired person (e.g., hard of hearing, sight-impaired, etc.)
9) State at least three productive conversation starters or topics appropriate for an elderly person.
10) Identify at least two misconceptions about aging or the elderly and explain why they are incorrect.
11) Provide information (as appropriate) about the elderly with whom they will interact as volunteers. For example: ages, racial or ethnic background, residence or location, disabilities (if any), type of assistance needed (if applicable) and other considerations as applicable. (This information will vary from program to program.)

Training Agenda[13]

I. Welcome. Introduce adult and student leaders (5-15 min.)

1) Introduce the program or project
   a) Nature of project (hand out any printed material)
   b) Goals or plans
   c) Activities
   d) Guest from participating agency (optional)
   e) Brief review of training
2) Self introduction of participants
   a) Why interested in participating?
   b) Any experiences with older persons?
   c) Previous service experience?

II. Complete applications or other necessary forms (e.g., parent permission) (0-20 min.) [APPLICATION]

[13] This agenda is presented in its entirety. It may be presented in smaller portions, as desired. We suggest using the same order, however.

III. Knowledge of and attitudes toward aging and older persons (20-45 min.)

1) Brainstorming & discussion [WHAT IS OLD?]
2) Short quiz & discussion [FACTS ON AGING]

IV. Lecturettes on Normal Aging (15-30 min.)

1) Physiological changes due to normal aging
(Put students' brain-stormed suggestions on board, flip-chart, etc.)
Discuss these and the items listed in [PHYSIOLOGY OF AGING]
2) The psychology of aging: basic needs of elderly persons [BASIC NEEDS]

V. Film & Discussion (optional) (0-50 min.)

A film or other audiovisual teaching material at this point gives the trainees (and trainer!) a break from discussion and lecturing. (See the Resource Appendix for film suggestions and a reference guide to films on aging.)

VI. For Special Consideration (optional) (5-30 min.)

1) Confusion in the elderly [CONFUSION]
2) Sexuality, touch [SEXUALITY]
3) Restraints: physical, chemical [RESTRAINTS]
4) Health problems associated with aging [HEALTH PROBLEMS]
5) Nursing home guidelines [N.H. GUIDELINES]
6) "What Ifs?" (problem-solving) [WHAT IFS?]
7) Confidentiality [CONFIDENTIALITY]
8) Guest speaker (e.g., from a cooperating agency)

VII. Communicating Effectively (20-40 min.)

1) Open-ended vs. closed-ended questions [QUESTIONS]
2) Describing behavior [BEHAVIOR]
3) Conversation starters (hand-out) [CONVERSATION]
4) The helping relationship [HELPING]
5) Role playing [ROLE PLAYS]

VIII. "Instant Aging" (30 min.)

1) Experiential Exercise [EXPERIENTIAL EXERCISES]
2) Possible losses of aging (Brainstorm & discuss)
- Spouse • Friends • Other family members
- Job • Hobbies • Home/apartment
- Travel • Physical or mental capabilities
- Earnings • Financial security
- Independence • _____?

V. INTERGENERATIONAL PROGRAM MAINTENANCE AND MANAGEMENT

In this section, we introduce you to some principles of managing and motivating youth volunteers. Teachers, especially, will find much of this to be familiar material. Student readers: study these suggestions and think about ways to improve upon them! The suggestions will help meet the unique needs of intergenerational activities. Given appropriate management and motivational techniques, more students will remain committed and the program will be a success.

Motivating and supporting volunteers

Motivating:

Volunteers join for a variety of reasons related to contributing to the community. One of your jobs as planners and leaders of a service program is to help volunteers sustain their initial interest and to make the experience as rewarding as possible. There are several important ways to do this:

- Provide choices for placement opportunities and volunteer roles.
- Place students soon after recruitment and training. This is crucial. Delays cause students to become discouraged or lose interest. They may not care to re-join later, or they become involved in another activity, job, or sport, etc. The program, activity, or club will also receive bad publicity through the student grapevine if assignments are slow or non-forthcoming.
- Provide clear duties and responsibilities. Write volunteer "job descriptions" or publicize those existing.
- Maintain clear communication with the agencies with whom volunteers are placed, so that problems are quickly addressed. Clear feedback is crucial from the program's school leadership and on-site volunteer supervisor (e.g., director of a senior high rise).
- Recognize volunteers for their contributions and growth (more on this below).

In order to continue motivating volunteers once they have begun service, it is useful to consider the reasons they volunteered. The application should include two or three questions about the applicant's motivation for volunteering. 1) Why do you wish to volunteer? 2) Why would you like to work with the elderly? 3) What do *you* hope to get out of this experience? These three questions address general, content-specific, and personal reasons for taking part. Pay attention to the responses you receive. In part, the program will be successful to the degree that it incorporates ways to satisfy the volunteers' motivations and expectations.

What about unreliable or unsatisfactory volunteers?

If a volunteer is not fulfilling his or her role (one reason for clear and accurate job descriptions), the teacher/adviser needs to say that the performance is inadequate. Do not sacrifice quality just because they "are only volunteers." Volunteers are not free. (It took a lot of time and energy to develop the program, did it not?)

A candid talk with the volunteer who is struggling may help him or her turn the experience around. In many cases, a change of assignment may be productive. But if the situation does not change, it is better for the student to drop out or be separated than to waste time justifying poor performance.

Supporting:

A successful program builds in regular support for its volunteers. It is critical that the

adviser and student leaders gather regular, accurate feedback about the volunteers' activities, performance, and perceptions. This will make the students feel that the program has their interests and needs at heart. This kind of support will also enable you to spot and treat problems before they become crises. Timely feedback will also indicate what is best and most effective about the program. Follow those directions.

Monitoring may be as informal as talking to volunteers in the hall between classes, or as formal as a full program evaluation (see Chapter IV). Monitoring may also include periodic review of the students' log or journal by the teacher-adviser. In-between is the "debriefing" session, in which the coordinator facilitates discussion, brainstorming, and problem-solving among the student volunteers.

Suggested items for discussion

Describe the organization in which you are volunteering. Share stories about elderly friends (within the guidelines of confidentiality, of course).

- In what ways are the elders the same, and different from yourselves?
- What is most interesting, boring, or exciting?
- How do you feel about the elders with whom you work?
- How have your ideas and perceptions about the elderly changed?
- What *effects* has an elder (or elders) had on you?
- How do they respond to you?
- Describe a program-connected experience that you made you feel good or proud of yourself.

Debriefing:[14]

Even if the student volunteers engage in no other reflective activity, they should come together for group discussions ("debriefings") about their experiences. Debriefings provide opportunities for the volunteers to share with the leaders and with each other what they are learning and feeling as a result of their participation. Many experiences may be very emotional and need processing to relieve student anxiety. The debriefing should be facilitated by the teacher-adviser or an adult who is familiar with the program (e.g., a volunteer coordinator at a nursing home, invited as a guest). Experienced student participants can also facilitate these meetings. The debriefing fulfills several important functions. They help students to:

- Sustain interest
- Gain a greater sense of group participation
- Raise and solve problems together
- Share successes and insights
- Discuss new ideas for volunteer activities.

For most students, the facilitated discussion is an easier vehicle for reflection than is journaling. Discussions tend to be more wide-ranging and can produce good insights about the program and its activities. Especially if your program involves individual placements, group conversation can reinforce the feeling of group involvement that is reassuring to most students. Again, the group can respond to individuals' difficulties, as well.

One way to encourage students to share their experiences and problems is to have them write responses to questions during the debriefing meeting. The discussion leader may then select stimulating responses to read aloud (anonymously, if desired). Listen, discuss, act.

Do not avoid discussing negative feelings or experiences. Elicit them so that they can be dealt with. Group discussion led by a sensitive facilitator is the most effective way to discuss problems, frustrations, or anxieties. Often, the other volunteers will be a good source of encouragement and suggestions for solving problems. (Let's face it -- there is no such thing as a perfect program. Something is wrong if *nobody* reports any difficulties, such as being uncomfortable, etc.) Help the student volunteers realize that they can be their own best problem-solvers and resources for each other. Community service is not a competitive sport!

[14] See the Training Appendix for materials on debriefing intergenerational program participants: sample agendas and discussion topics.

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Recommendations:

Conduct the first debriefing as soon as possible after service begins. For group activities, plan to meet immediately after the first activity. The students will need to process their perceptions. Especially if the first experience had any negative or unpleasant aspects, the students need to have an opportunity to discuss it. Otherwise, they may develop misgivings about continuing their service.

For students in individual or small group placements, the first debriefing should be done within a week of starting.

Debriefings may be held after school, though attendance will be better if held during school. One class period is generally adequate for a group of up to 10 students.

Reflection:

To experience giving service can be emotionally satisfying, even powerful. However, to realize the educational benefits of Service-Learning, the students *must* talk about, write, read, or otherwise reflect upon what appears to be happening -- to themselves and to the elders. In order to stimulate reflection, students may:

- Participate in debriefing meetings
- Keep a written journal
- Write articles for the school or community newspaper, or agency newsletter
- Use the service as the basis for course work or individual study units (even if the service is part of the class)
- Create documentaries in other media
- Read analytical materials relating to the experience.

Journals:

A written journal is one of the best modes of reflection because it allows students to record memorable moments and details that they might otherwise forget. A journal captures personal and program progress. Entries can be shared during debriefings. This may stimulate discussion and it also enables the sharer to assume a leadership role. Because journal entries are often written soon after the experiences, they often express fresh perceptions and insights.

The journal entries can also provide a basis for other publications, such as newsletters, the school or local community newspaper. Similarly, they might provide inspiration for a course-related project. *Write* a short story based on a story an elder related. *Research* the history of your town or its people based on what its older residents can tell. *Find* an old map of your town; ask the elderly to tell stories about different buildings and places. Intergenerational service provides excellent opportunities for doing research and observation for psychology, social studies, history, or even English courses.

Documentation in other media:

Students may work in other media to reflect the experiences and the people they meet through intergenerational service. Experiences with the elderly can provide a rich source for artistic expression. *Draw* the expressive face of an elderly friend. *Compose* a poem or song about him or her. *Photograph* or videotape the elders and the other students "at work" as volunteers. *Produce* a skit to perform for the elderly or for other students about the elderly.

Whatever the mode of reflection, many students will demonstrate personal and social growth. The SCS adviser should notice and encourage this as much as possible. In addition to the results and growth that you notice, it may be worthwhile to look for two notable outcomes noted in one study of student community service. The first is that students "tend to develop a greater sense of personal competence." This includes "communicating effectively to groups, starting conversations with strangers, . . . making plans and organizing group activity" (Newman and Rutter, in Harrison, p. 27). The second is that, unlike the seemingly tenuous connections between academics and the "real world," students giving service understand that their purpose "is to meet some real human need or to fulfill a concrete function..." (ibid). Look for these or other aspects of growth which might be evident as a result of your intergenerational program.

To build and maintain a school-based community service program, the adviser and supporters must cultivate support from school and district administrators, parents, and any partner agencies. The more that service is seen as an asset to the school and to the community, the more likely it will gain long-term support. Long-term support is critical for planning and creative growth. We suggest the following approach:

Keep the principal and district administrators informed about the volunteers' contributions to the community. Let them hear about specific activities, locations, number of hours of service provided, press coverage, letters of support, thanks, and commendation, etc.

Seek publicity for the intergenerational volunteers. Awareness that students are working with the community's elderly can be a political bonus. Senior citizens no longer have children in school, yet still support schools through their taxes. As such, seniors may be reluctant to respond to the public schools' fiscal needs if they feel no connections, benefits, or stake in the schools' success. A student volunteer program focusing on the elderly may become a community relations asset for the school district.

Arrange for coverage in:

1) Community and agency newsletters, such as those published by:
   - Long term care facilities (e.g., nursing homes)
   - Volunteer Action Center
   - Area Agency on Aging
   - AARP
2) School and local newspaper(s)
3) Local television (for special events)
4) School district publications
5) School Board meetings (be sure to send clippings from community news sources or agency newsletters to the Superintendent and the Board)

Student roles in sustaining the program:
Teacher-Advisers should foster opportunities for the students to become leaders in service. Students can and *should* have significant responsibilities in the operation of the program. The responsibilities should be appropriate for the abilities and grade levels of the students.

. . . From a student volunteer's journal

"I could tell how happy it made them to have young people come to visit, especially those who have no grandchildren or other relatives. I had a wonderful time playing games with them, just as they enjoyed sharing stories with me. Since I liked to spend time with them so much, I decided to do a photographic essay of the aged.

For this project I took pictures of the many activities that go on at the home (volleyball, bowling, card games, arts and crafts, singing, fashion shows, and more.) I also typed out a little biography of many individuals that I met there. Finally I organized all of my materials and data into a big photo album.

Through my time spent with these people, I found that each person had something special about them. At times I did get scared though, for instance, when I saw someone who was hooked up to an oxygen machine. Sometimes I was afraid when I would talk to a resident and they would yell at me to leave them alone. Some people's physical appearance scared me, too. However, I put that all aside and tried to see the person inside. I just hope that when I get old, there will be an organization like Generations Together for me.

-- Anne-Marie Whitman
Taylor Allderdice High School
Pittsburgh, PA

Elementary and middle school students may take leadership responsibilities such as:

- Maintaining a program scrapbook
- Painting recruitment or publicity posters
- Writing articles for the school paper

High school students can take on additional, more complex leadership roles, such as:

- Recruiting fellow students through class presentations, or attending an "each one bring one" recruitment meeting
- Taking photographs; doing photo essays
- Publishing a newsletter especially for the volunteers and the elderly
- Maintaining contact with partnering agencies
- Designing new service activities
- Helping raise funds; approaching community businesses and charitable organizations for support[15]
- Writing an end-of-year report on the group's activities and accomplishments
- Helping to train new volunteers
- Serving as 'facilitators,' or guides to new volunteers.

Students who show interest and promise should have opportunities to take on meaningful responsibilities. This is not unrealistic once they are experienced. These valuable leadership experiences can be springboards for future opportunities.

Recognition

Outstanding student volunteers are regularly honored by various organizations. To have volunteered is commendable; evidence of having taken a leadership role is even more persuasive, as the following examples show:

- Doan Nguyen, a Youth In Service To Elders volunteer from Taylor Allderdice High School (Pittsburgh), received the American Health Association's Volunteer of the Year Award (first for Pennsylvania, then the nation). She later received the American Red Cross's highest youth honor, the Woodrow Wilson award. The nursing home for which she volunteered nominated her for the former award.

- Kate Brownlee, a YISTE volunteer, was awarded a $5,000 scholarship to Swarthmore College, to set up her own volunteer program.

- Nicole Pennucci, a volunteer from Oakland Catholic High School in Pittsburgh, was awarded a scholarship to Carroll College (Ohio) because of her potential to contribute to Carroll's student or surrounding community.

- Michelle Ondako, a senior at Lower Burrell High School, was a top-five finalist for Teen magazine's "Exceptional Teen" award for 1990. She was nominated for having conceived and organized a school-based program to provide chore services to the senior citizens.

Of course, not all volunteers can receive such notable awards, but all can and should be recognized for their contributions. There a number of ways to do so. They need not be elaborate or expensive. Recognition can be somewhat private, or public, as the following two examples show.

- Steel Valley Generations Together (Homestead, PA) holds an end-of-year picnic for all volunteers who have given at least 24 hours of service. The picnic is held at school. Several years ago, a local funeral home agreed to underwrite the modest ($75) cost for the food. Picnic guests include members of the program's Community Advisory Council and elderly residents and staff from the personal care homes where the students visit. Advisory Council attendance shows the students the community support for their service to the elderly.

- Lower Burrell High School students involved in providing chore services to elderly homeowners created a hall display case at their school. The display contained a

[15] For example, students might accompany the adviser to help make presentations about the SCS program to community organizations. Some volunteers will excel at selling the program.

brief description of the program and a paper tree with the student volunteers' names on the leaves. (One of their current projects was raking leaves!) In this simpleway, they both publicized their program and recognized the volunteers.

For other ways to recognize volunteers, you could:

- Create certificates of appreciation
- Design a T-shirt for the volunteers
- Encourage the school and local newspapers to cover the program's activities with articles, photographs, and listing the names of the participating volunteers. Community newspapers sometimes accept unsolicited copy or photographs of events. (Hint: Someone might take on a role of "press agent," taking photos or writing copy for local media.)
- Write recommendation letters for employment or college applications
- Videotape the volunteers with the older adults (this would also be good for recruiting and training new volunteers and elderly participants -- be sure to secure appropriate releases).
- Initiate, or participate in, a school-wide volunteer recognition day or event. All student volunteers might wear a ribbon or a specially made button.
- Arrange to have school letters awarded to volunteers who fulfill a minimum level of service to the community or school.
- Arrange a group picture in the school year-book.

At this point you (teacher-advisers and students) have much of the background necessary for creating your intergenerational SCS program. Be sure to consult the Resource Appendix for additional information and sources of support. Good luck! Happy intergenerating!

VI. EVALUATING AN INTERGENERATIONAL SERVICE PROGRAM

Why evaluate?

Evaluation should be an integral part of a service program. Even a simple evaluation can provide important insights and information about your intergenerational service efforts. A great deal of thought, time, and energy goes into preparing and conducting any service program. It is therefore worth making the effort to learn about the results of your labors.

> Do not stop reading this section now on the assumption that you will not need it until later. In fact, it is just as important now as when you will be ready to evaluate. Thinking now about *what* and *how* you will evaluate your program will help you plan your service efforts and to keep your goals more sharply focused.

By the time you are ready to evaluate, you will have assessed the community's needs and interests; made contacts and developed a program; recruited and prepared volunteers; and conducted an intergenerational SCS project. Congratulations will be in order!

But what *did* you accomplish? Did you reach your goals? What were the difficulties? Were the volunteers satisfied? Were the elderly satisfied? Did you accomplish what you had hoped? Did you accomplish things you hadn't even intended? How do you know? Now it is time to evaluate the intergenerational service project.

Contrary to what you might have heard, evaluation is not necessarily a way to itemize everything that went wrong or did not happen as planned. Evaluation is a tool that you can use to learn about the program's accomplishments and its effects on the participants. Look at the root word in "evaluation." It is "value." This -- not nit-picking -- should be the heart of the process. What do you value -- as students, as teachers, as children, as citizens, as future parents? How are you going to do something about those values? (This is one of the greatest and noblest challenges of human life.) Use evaluation to help yourselves bring your values, hopes, and dreams alive.

You may also evaluate in order to:

- Reaffirm program design
- Identify problems
- Make improvements
- Identify strengths
- Identify new service directions
- Document changes and positive outcomes.

Evaluation does not need to be complicated. It does need to be designed to produce helpful information about outcomes and accomplishments. You can use this information to promote your program more effectively. Pass it along to other students, to the school and district administration, to the community, to colleagues, and to potential funders.

What information should we collect?

Evaluation needs to gather at least three types of information. The first type looks at *outcomes*. The second type includes *demographic information*. The final type gives information about *goal achievement*. Below, we describe each type. We also explain the various kinds of questions you can use to collect the information you want. This is the kind of thing that public opinion polling companies do every day![16]

Demographics:

Demographic information tells you about *who* is involved. Collect basic demographic information about the elderly *and* young participants. These items could include age, sex, race, residence (where, type of), disability (if any), etc. The compiled answers will help you to determine which elderly your program reaches (or does not reach). Demographic information may also interest supporters or potential

[16] See the Administrative Appendix for a sample intergenerational service evaluation survey.

supporters. For example, an AARP chapter might be interested to know that the average elderly participant in the program is 78 years old, female, with a major handicap. The Lions Club might be impressed that students are working with a number of sight-impaired persons.

Outcomes:

There are three kinds of information that help you determine outcomes, or results, of your program. They have been called "Reaction Data", "Learning Data", and "Behavior Data".[17]

- Reaction data indicates *how participants feel* about the program, the duties, the activities, etc. This is probably the easiest area to evaluate. It is relatively easy to prompt people to reveal their opinions and feelings.

- Learning data tells about *what participants learned* as a result of their involvement. This is a little more difficult because people tend to be more reluctant to display what they have learned, or because what they have learned may be difficult to express.

Group activity with frail elderly.

- Behavior data helps indicate *if there were any behavioral changes* due to participation. It shows whether or not participants *act* differently as a result of their involvement? This can be a challenging area to evaluate. Behavior is more difficult to assess with an interview or survey than opinions or knowledge. Behavior is easier to assess with observational methods. Nevertheless, it can be worthwhile to ask about behavior through the written or interview format.

Finally, you may also want to collect miscellaneous information that does not clearly fit into the above categories.

Miscellaneous information example:

With which of the following tasks did "Helping Hands" students provide assistance? (Circle all that apply):

a) Raking leaves
b) Washing windows
c) Light house-keeping
d) Shopping
e) Other errands
f) Snow shoveling
g) Other _____

The program's goals:

Your program's goals and objectives should drive the evaluation survey or interview questions. Therefore, evaluation should answer a second set of questions. Did the program, project, or activity achieve its objectives? The answers will be mostly "yes" or "no." For example, your SCS group had set itself the objective to "organize and conduct three Current Events discussions for residents of Leroy K. Irvis Towers." Did you conduct all three? Of course, you will also want to note additional details, for instance: the events or issues discussed, number of youth and elderly attendees, and some of their reactions. The "Current Events" objective was unambiguous; the answer would be easy to state. What about your more *general goals*? Suppose that your project also aims "to promote better relations between the community's youth and

[17] Leibowitz, Farren, & Kaye, 1986, p. 261-264, quoted in "Community Education: Connecting the Generations", a publication prepared by The National Community Education Association, 1987.

elderly." What evaluation questions might show that young and elderly participants are behaving in ways that could indicate better relations? This is a question that requires information about peoples' *behaviors* or *attitudes*. How might you phrase a question that would produce meaningful answers?

How to conduct an evaluation

There are two basic ways to do an evaluation -- through interviews or with written surveys. The survey is easier and affords anonymity if people so desire. A disadvantage is that many persons will give short, unrevealing answers, or not return the survey at all. Some of the elderly may need assistance in filling out a written form.

The interview technique is more labor intensive. Someone needs to set up appointments, do the interviews, write the responses, etc. However, if the interviewers are sensitive, they can elicit higher quality answers. They can clarify unclear responses and encourage the interviewee to answer in greater depth. (See the Administrative Appendix for sample evaluation formats for youth and elderly participants.) Be sure to get feedback from a sample of all participants – students, elderly, agency administrators, and parents (if applicable).

The evaluation can be conducted by anyone who is interested. This might include the teacher-adviser, the students, other outsiders, or a combination. However, the design should contain meaningful input from all types of participants. The point is not to be rigidly objective, but to get reliable and honest feed-back about the program. Both the students and the elders should help design the questions -- not to 'stack the deck,' but because they will have some of the best insights about what should be examined.

Designing the questions:

The hardest part of doing an evaluation is designing it. This is because it is difficult to think of good questions. *Good questions "know" what they want to discover and they get answers to what they ask.* They provoke meaningful responses. They may even make the respondents feel that they learned something, rather than taking their time and energy.

> Evaluation is another aspect of student community service which can link academics and the real world. Here is a project that a teacher/adviser might be able to initiate: Arrange for students from an advanced social studies class to work with the SCS group to design the questionnaire and do the interviews. Turn the results over to a math or to a computer class for a statistical analysis. English students could then write the final report based on the information and analyses.

Example: "In what ways did the program affect your ideas about the elderly?"

Would you find it difficult to answer this question? It is vague, isn't it? Most people feel little motivation to answer.

This example illustrates one of the difficulties of writing useful questions. Productive and easily-answered questions require careful thought about what you want to learn from the answers. Here is better version of this question: "Please give two examples of things that you know about the elderly that you did not know before volunteering in this program." Note how it provides a guide ("two [specific] examples") to answering. The respondents will appreciate this and their answers will be more useful.

Types of questions:

Now that you are familiar with the main categories of evaluation, here are examples of the types of questions you can use to collect information in each category. (Most of them will be more than familiar to both students and teachers!) Each type of question has advantages and disadvantages to consider, or that may make one more appropriate than another,

depending on the evaluation category to be addressed. As you read about the types of questions, ask yourself, "To which category or categories would each of the following sample questions best apply?" (Note: each type of question could be applied to any evaluation category.)

The open-ended question:

Example: "How did your visits affect your elderly friend's feelings about him or herself? Use specific examples if possible."

One may respond in *any* way to an open-ended question. The answer may be short or long. In general, use an open-ended question when you want a longer response. The evaluators must summarize, then organize the open-ended responses into useful categories for evaluation. They are also a useful source of quotations about the participants' reactions.

The scaled question:

Example: "How would you rate your satisfaction with this program on a scale of 1 (= poor) to 10 (= excellent)?"

Scaled questions are generally used to gauge participants' subjective responses. When they are numerical, the *range* and *average* of the figures can be used to measure the aggregate responses. You can also scale questions by offering other response options.

For example: "On my first visit to the nursing home, I felt:

___ Very Uncomfortable
___ Moderately Uncomfortable
___ Moderately Comfortable
___ Very Comfortable"

The True/False or Yes/No question:

Example: "I would recommend this program to a friend: Yes___ No___"

This type of question is appropriate for matters of knowledge, fact, or opinion.

The forced choice question:

Example: "Compared to before I began as a volunteer, I am now more less equally likely to talk to an older person on the bus."

Forced choice questions are most useful when you want to get information about a well-defined subject.

The short answer question:

Example: "In my experience as a volunteer, I have found that the best way to engage a withdrawn older person is to _____ _____."

Again, this type of question is useful for learning about responses to a well-defined topic. It allows more latitude for the answer than the forced choice question, but less than the open-ended question. Therefore, the answers can be grouped to provide the range of responses.

In reference to the previous question, how might you determine whether the volunteers actually used the reported behaviors?

Analyzing the information:

The outcome, demographic, and other data should be compiled, summarized into a report, and examined in order to meet the purposes of your evaluation. Share the results with all your program's participants so that you can grow and build together.

Appendices

A. Youth Training

B. Project Administration

C. Intergenerational and Community Service Resources

Training Appendix

(Note: The section numbers correspond to those in the Training Module, Chapter IV, pages 27-28.)

III. Knowledge of, and attitude toward, older persons

A. "What is Old" 43
B. Facts on Aging: A Short Quiz and Discussion 44

IV. Lecturettes on Normal Aging

A. The Physiology of Normal Aging 49
B. Basic Human Needs (and the Psychology of Aging) 51

VI. For Special Consideration (optional topics)

A. Confusion in the elderly 52
B. Sexuality and the elderly 53
C. Restraints: Physical and Chemical 55
D. Health problems related to aging 56
E. Nursing home guidelines 60
F. "What-if"s (problem-solving) 61
G. Tips on working with the sensory-impaired 63
H. Safety tips for walkers, wheelchairs, etc. 65

VII. Communicating Effectively

A. Open-ended vs. closed-ended questions 67
B. Describing behavior 69
C. Conversation starters 71
D. Guidelines for working effectively with elderly persons 73
E. Role plays (4) (youth with frail elderly) 74

VIII. "Instant Aging"

A. Experiential Exercise 78
B. "Write your own obituary" 80

Other training materials

1. A first debriefing agenda 81
2. A final debriefing agenda 82

"WHAT IS OLD?"

Please respond to the following statements

1. List three (3) things that you feel would be "Neat" about being old.

2. Name three (3) things that worry you about being old.

3. List the three (3) most common places you find old people.

4. What are the three (3) most common things you find old people doing.

5. When is a person old?

THE PALMORE FACTS ON AGING QUIZ

"FACTS ON AGING: A Short Quiz"

This quiz, developed in 1977, is a "short, factual and documented quiz . . . which covers the basic facts and frequent misconceptions about aging [and the elderly]."[1] It only takes 5-10 minutes. It can be used to determine the volunteers' current knowledge about aging, stimulate discussion, measure bias, and identify the most frequent misconceptions students have about aging and the aged.

The author notes that the average college undergraduate scores about 65 percent. The answer key will be found at the end.

T	F	1.	The majority of old people (past 65) are senile (i.e., defective memory, disoriented, or demented).
T	F	2.	All five senses tend to decline in old age.
T	F	3.	Most old people have no interest in, or capacity for, sexual relations.
T	F	4.	Lung capacity tends to decline in old age.
T	F	5.	The majority of old people feel miserable most of the time.
T	F	6.	Physical strength tends to decline in old age.
T	F	7.	At least one-tenth of the aged are living in long-stay institutions (i.e.,nursing homes,mental hospitals, homes for the aged, etc.
T	F	8.	Aged drivers have fewer accidents per person than drivers under age 65.
T	F	9.	Most older workers cannot work as effectively as younger workers.
T	F	10.	About 80% of the aged are healthy enough to carry out their normal activities.
T	F	11.	Most old people are set in their ways and unable to change.
T	F	12.	Old people usually take longer to learn something new.
T	F	13.	It is almost impossible for most old people to learn new things.

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[1] Source: Palmore, Erdman, Ph.D., "Facts on Aging: A Short Quiz", The Gerontologist, 17, 4, 1977, pp. 315-320. Note: The quiz is reproduced in its original form. For more details about the answers, please refer to the original article.

T F 14. The reaction time of most old people tends to be slower than reaction time of younger people.

T F 15. In general, most old people are pretty much alike.

T F 16. The majority of old people are seldom bored.

T F 17. The majority of old people are socially isolated and lonely.

T F 18. Older workers have fewer accidents than younger workers.

T F 19. Over 15% of the U.S. population are now age 65 and over.

T F 20. Most medical practitioners tend to give low priority to the aged.

T F 21. The majority of older people have income below the poverty level (as defined by the Federal Government).

T F 22. The majority of old people are working or would like to have some kind of work to do (including housework and volunteer work).

T F 23. Older people tend to become more religious as they age.

T F 24. The majority of old people are seldom irritated or angry.

T F 25. The health and socio-economic status of older people (compared to younger people in the year 2000 will probably be about the same as now).

Answer key: All ODD items are FALSE; all *even* items are *true*.

A Brief Guide to the Answers for "Facts on Aging: A Short Quiz"[2]

1) Only two to three percent of persons older than 65 years are institutionalized because they are senile. Senile refers to having defective memory, disorientation, or dementia. Various community surveys indicate that fewer than 10% of all elderly are senile or mentally ill.

2) All five senses tend to decline as we age. For persons who have always had perfect vision, decreases in visual acuity often begin as young as 40 years. Taste and smell are generally the senses which decline the latest and the least.

3) The majority of reasonably healthy persons past the age of 65 continue to be interested in, and capable of, sexual relations. Sexual relationships may continue well into the 70s and 80s, though less frequently than for younger persons.

4) Lung capacity (both volume and the force with which air can be expelled) decreases from about the age of thirty.

5) Most old people do not feel miserable most of the time. This has been determined by surveys of the different age groups. Compared to other age groups, the elderly do not show significant differences in life satisfaction, happiness, or morale. One national survey in 1975 found that a majority of the elderly felt that "I am just as happy as when I was younger."

6) Physical strength, too, declines in old age. It is a slow process that can begin even during the 30s. Total loss of strength is in the range of 15 to 46 percent.

7) In 1970 only 4.8% of persons over 65 were in long-term care institutions such as nursing homes. Only 9.2% of those over 75 years lived in such facilities. If anything, these figures are somewhat lower now, as a result of improved health and longevity among most groups in our society.

8) Insurance company statistics show that drivers over 65 have fewer accidents person than those who are younger. Their rate is much lower than for persons under 30. On average, they drive fewer miles per year. They apparently compensate for declines in performance abilities by driving more carefully and slowly.

9) The majority of older workers can work as effectively as younger workers - when compared by a number of measures. On average, they are not as fast, but they are more accurate and careful. They also have fewer accidents, absenteeism, and less job turnover.

10) Community surveys indicate that at least 80% of the aged say they are healthy enough to engage in their normal and favorite activities.

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[2] The explanations which follow are based upon the article of the same title. For more in-depth information, please consult the original article, which fully documents the reason for each answer: Palmore, Erdman, Ph.D., "Facts on Aging: A Short Quiz", The Gerontologist, vol. 17, No. 4, 1977.

11) To the contrary! Most older people are more stable in their attitudes and beliefs. But by the time most people reach advanced age, they have had to make significant changes. Children leave home; parents, spouse, or friends may die; careers come to a close and retirement presents new challenges; some health problems require lifestyle changes; financial changes may necessitate moving from a home to an apartment; serious health or other problems may make it necessary to move to a nursing or personal care facility.

12) Older people usually *do* take longer to learn new things. This happens to everybody. Life experience, attitude, and amount of practice influence how much one's thinking slows down in old age.

13) Older people can nevertheless learn all that younger people can, given appropriately increased time and practice.

14) One of the best-documented aspects of aging is that reaction time slows down. (This is an important reason why older people need to drive more slowly.)

15) To the contrary! If anything, older people are *less* alike than younger people. This is because they have had more and deeper life experiences. In response, they have had more opportunities to develop preferences and beliefs. They are more comfortable with their identities and are therefore less easily swayed by social opinion than the young.

16) Only 17% of persons over 65 report that they are bored, that "not enough to do" is a problem in their lives.

17) About 66% of the elderly report that they are hardly ever lonely or feel isolated. About 75% belong to churches and synagogues. Over 50% belong to other voluntary organizations. The majority say they visit frequently with family.

18) Most studies indicate that older workers have fewer accidents than younger workers.

19) Only about 12% of the U.S. population is now over 65 years of age (in 1990). This figure is increasing rapidly, however. By the year 2040, this percentage will almost double to 23 percent!

20) Twelve different studies have documented that most medical personnel tend to give low priority to their aged patients. Many prefer to work with children or adults. There are relatively few medical personnel - from doctors to nurses, psychologists to social workers - specializing in care and treatment of the elderly. Why might this be?

21) Most elderly have incomes above the poverty level. At most, about 25% below, or just above, the officially defined poverty level.

22) Nearly three-fourths of the elderly are working *or would like to be working*. Twelve percent are in paid employment; 21% are retired but not by choice; 17% work as housewives; 19% do volunteer work.

23) Contrary to popular belief, older people do not necessarily become more religious as they age. The belief that they do so is probably based on the fact that the present generation of older people grew up when many more people regularly participated in organized religion. Long term studies have not shown significant increases in religious belief, satisfaction, or activities in aging people.

24) About 75% of older people report that they are seldom irritated or angry. In one study, 90% said that they were never angry during the past week.

25) In the year 2000, the health and socioeconomic conditions of older people compared to younger people will probably be better than it is now. This will be due to the fact that the elderly will, on the whole, be better educated, have higher incomes, and better health than now. The current gaps between the elderly and those younger will probably be much smaller.

THE PHYSIOLOGY OF NORMAL AGING

Instructor: Emphasize that *all* of these changes occur to some extent in *all* persons as they age. One may avoid specific diseases (e.g., heart disease) but not these universal changes.

1) **Decline of all five senses:** We rely on each of our senses to inform us about what is going on around us. What happens when these senses begin to decline - as they all do when we age?

Hearing: By age 40 to 60, hearing becomes increasingly less acute, particularly for high-pitched sounds. Hearing is significantly more affect by background noise. Hearing loss may be worsened by years of exposure to loud noise.

Severe hearing loss is probably the most devastating of the sensory losses *because it cuts one off from normal communication with other people.*

Sight: By the age of 40, the most people need glasses at least for reading. Other changes to sight include:

- The lens of the eye becomes yellowish, letting in less light and making it more difficult to distinguish colors.
- Peripheral vision decreases, resulting in "tunnel vision."
- Night vision is significantly worse.

Taste and Smell: The scientific knowledge of changes in taste and smell (they are related, of course) is incomplete, but evidence is that they decline significantly after 70 years of age. The number of taste buds and flow of saliva both decrease. These changes, compounded with other conditions, cause many older persons to lose interest in food and liquids. This can lead to poor nutrition if the person is not encouraged to eat and drink.

Touch: The number of nerve endings in the skin and fingers decrease in the later years. This makes it more difficult for the person to perform fine motor tasks (e.g., sewing) and can contribute to injuries, especially burns, if the person does not respond quickly enough to a painful stimulus. (The injury in this example could be worse, again, because reaction time also slows with age.)

2) **Other changes:** Other changes take place, as well. (The students will have noted many of these.) Among them are:

Appearance: The **skin** becomes more wrinkled because it is literally drier. Skin cells gradually lose the ability to hold water, which makes them plump. Environmental factors, such as much exposure to sun, can increase this tendency. Many people experience **hair loss.** One's **posture** (height and bearing) may be affected by the loss of calcium in the bones. Women, in particular, are susceptible to **osteoporosis**, in which the bones lose size, mass, and strength, and become more susceptible to breakage. The hunchback is another possible effect.

Muscle strength: Muscle strength and flexibility potential reaches their maximum around 30 years of age. After this, muscle strength declines, slowly at first, then more rapidly after about the age of forty.

Aerobic capacity: The amount of air that one can hold in one's lungs also begins to slowly decrease around the age of thirty. This is because the microscopic sacs (like tiny balloons) which make up the lungs become less expandable.

3) **Senescence:** *is probably the most important physical aspect normal aging*. Though it has the same root as "senile," these terms are not to be confused. Senescence is a long word that refers to a simple fact. The fact is this: *As the body ages, it slowly loses its ability to repair itself from damage.*

Every day, the body suffers injuries. They may be minor, such as a bruise; or major, such as loss of a limb. The body must also constantly rid itself of waste by-products which become poisonous if they become concentrated in the organs. In addition, the body must also protect itself from the bacteria and viruses which attack it daily. (These pests are *always* present to a greater or lesser degree. The fact that you are healthy now does not mean that they are not present. It is, rather, testimony to your organism's ability to fight them off!)

For many reasons, not all well understood, all organisms - ours' included - lose their ability to respond to these stresses in the environment. This is the single most important facet of aging. If you eat a good diet, exercise properly, do all the other right things, and have the good fortune not to be hit by a truck, you can conceivably live for 120 years. But senescence will get you in the end. If senescence could be stopped, we could live forever!

BASIC HUMAN NEEDS and the PSYCHOLOGY OF AGING

Every person has certain basic needs which must be met so that he can survive as a human being. A need is a requirement for survival. Sometimes an individual can satisfy his needs himself and sometimes he needs help.

When a patient becomes our client it means he is unable to satisfy all his needs himself. (For instance, a person may need help with his meals or he will not be able to meet his need for nourishment.) As a volunteer, you will help your client meet some of his basic needs until he no longer needs your help.

It is important-and often difficult-to be sure if your actions are meeting the clients needs. Your knowledge of these needs and your objective observations, will help your supervisor determine if all the needs in a particular home are being met by the plan of care.

All human beings have basic physical needs that must be met in order to live. These needs do not all have to be met one hundred percent every day, but the more every person's needs are fulfilled, the better the quality of life.

Psychological needs must be satisfied to have a healthy emotional and social outlook. As with physical needs, these too, do not have to be met one hundred percent every day. But the more completely every need is met the better the emotional state of the individual.

Physical and psychological needs overlap and affect each other. Each person determines what is his particular balance. When one need is out of balance due to illness, the other needs are also affected. For example, when a person is ill and requires more rest, his food intake must be changed to meet this change in activity. His clothing will change, his weight may change and his mood may alter.

Many things can change a client's behavior and attitude during an illness. The client may be frightened, angry, or sad. Some factors or influences may be the diagnosis, seriousness of the illness, age, previous illness, experience and mental condition. Other things that make a difference are the clients personality and financial situation.

Every client has different reactions to pain, treatment, annoyances and even kindness.

ALWAYS TREAT A PERSON AS AN INDIVIDUAL. PRACTICE CONSIDERATION ON AN INDIVIDUAL BASIS.

Prepared by London & Neal Home Health Care Services

CONFUSION IN THE ELDERLY

Particularly when working with the "old old," and more likely so within nursing homes, the student volunteer may encounter persons who are showing signs of confusion. The accepted term for various kinds of *chronic* confusion or other brain disfunction related to aging is *senile dementia*. Dementia is one of the least well understood conditions which affect the elderly. This is a brief summary of what we do know.

Confusion in the elderly may be exhibited by disturbed orientation to time, place, or person, sometimes accompanied by disordered consciousness. In simple language, this means that the person may lose track of time, where he or she is, whom he or is speaking with. He or she also may not be able to think rationally, and may even hallucinate sounds or sights. These kinds of confusion may have one or more causes. "Alzheimer's disease" is the most commonly known, largely because it tends to show itself at an earlier age.

It is important to note that confusion can be short-lived and temporary or chronic and incurable.

Temporary confusion may result from:

- Physical illness
- Imbalance in essential minerals
- Inadequate fluid intake
- Malnutrition
- Drug reaction, or
- Substance abuse.

Treatment of such problems will usually result in the person fully regaining his or her orientation, mental and social abilities.

Chronic confusion is usually caused by progressive debilitative changes in the brain. (Alzheimer's disease is an example.) Once the damage has occurred, there is usually no potential for full return of the person's faculties. These kinds of dementia are due to factors such as:

- Brain chemistry changes
- Personality
- Environmental stress, or
- Hereditary factors.

Chronic dementia may result in one or more of the following:

- Memory loss (usually short-term memory, such as the events of the day, week, etc. Long term memory, such as childhood or earlier adult events, usually remains until late in the course of the disease.)
- Learning disability
- Confusion about time and location
- Increasing difficulty speaking or understanding
- Sudden, unpredictable emotional reactions, and
- Depression

Persons suffering from dementia have special care needs, which, if done properly, can help them to remain happier, calmer, and less disoriented than if they are neglected. Young volunteers will not normally work with persons who have more than mild dementia. To work with moderately or severely demented elderly requires skills and sensitivities that young people are not expected to have.

SEXUALITY AND THE ELDERLY

We present this section as an introduction to the topic of sexuality in old age. Some students will express interest in this topic after responding to question #3 of the "Facts on Aging" quiz.

The sexuality of old age is probably the last area to be affected by contemporary understanding of human sexuality. Many stereotypes about the elderly concern their interest in, and capacity for, sexual relationships.

These are the facts: In the absence of specific medical problems, desires for sexual intimacy persist well into the latest years. A person's sexual desires and need for other intimate contact does not vanish with old age, but rather, parallels his or her earlier patterns of activity and interest. Sex plays an important role in the lives of most men, and a majority of women up through the 70s. Studies have found that healthy older persons may continue to maintain sexual relationships well into the 80s.

It is normal for sexual drives to decrease *somewhat* with increasing age.

When a person needs to receive care in a nursing home or other facility they may well continue to desire intimate relationships. Elderly persons in less than optimal health may also be able to fulfill sexual needs, as well. As has been pointed out, sexuality *at any age* "is an integral part of life . . . bound with feelings of self-esteem, creativity, usefulness, mental and physical health, attractiveness, desirability, love, and affection." In these ways, older people are little different than adolescents and younger adults. While there are not rules to the contrary, the structure and routines of institutional settings, such as nursing homes, discourage residents from being able to fulfill their needs for intimate contact. The attitudes of staff, the resident's own family, and other residents, may also discourage a person from trying to meet sexual, or non-sexual intimate needs - such as cuddling, or sleeping with another person. This is just one of the many difficulties that can make life in an institution frustrating or unpleasant for an older person. After all, he or she was quite free to do something about these needs in the not-so-distant past.

Touching

Depending on their levels of experience with older persons, children or youth may have questions about what kind of touching is appropriate for older persons. The answer is, "touch older persons as much as seems comfortable for him or her, and as much as is comfortable for you."

It may be difficult for some children or youth to touch older persons, especially if those who are disfigured or disabled. It can actually be frightening. Some students may even have the irrational fear that to touch an older or disabled person will cause some of the age or disability to somehow 'rub off.'

Whenever a student is reluctant to touch or even to approach the elderly, it is very important that an adult or peer can serve as a role model. The role model should be someone who is comfortable touching older people, who openly expresses affection, and who will encourage the youth to do the same. This will provide the best possible example for youth who are uncomfortable touching, or even just being with, older people.

It may be worthwhile to point out to older students that mainstream American culture discourages touching among *all* of us. We (and especially men) tend to be ill-at-ease with casual touching. We equate (or confuse!) all touch with sexuality. We apologize when we touch someone inadvertently; instead of touching in agreement, we smile and nod our heads; we shake hands instead of hugging.

Just as with sexuality, being old does not mean that a person does not want or need simple touching, such as handshakes, hugs, holding hands, pats on the back, etc. Touch is important to people in all stages of life. Touch is even known to have a role in maintaining health. It helps people feel more closely connected; touching conveys affection or other emotions. It aids communication in other ways. It may be in a simple way (such as guiding a sight-impaired person by offering your arm) or in more complex ways (such as holding someone's shoulder to express your empathy with their emotion).

RESTRAINTS: PHYSICAL & CHEMICAL

Note: This topic is primarily applicable to students who will be in a nursing home setting. If there is a chance that students will have contact with someone who is restrained, they need to be told in advance. Otherwise, they may become quite upset. They may perceive the restrain as cruel or undignified.

Sometimes, some nursing facility residents need to be restrained in some way. Ethically and legally, these restraints may only be applied *to protect the resident from hurting himself or others*. They may only be applied upon the order of a physician.

Restraints may be physical or they may be chemical (drugs). Many persons who are restrained are also disoriented, which may make them lose certain forms of self-control.

Examples of physical restraints include:

- Straps, belts, or vests: most commonly used to help hold a person upright in a chair or wheelchair. A person may be belted into a chair merely as a reminder to them that they need to call for assistance if they want to get up, or they may lose their balance and fall.
- Bed rails: to protect the person from falling from his or her bed.
- Wrist or ankle restraints: to restrain those who may hit others, or who may pick at sores or remove medical equipment, such as a catheter.
- Geriatric (Geri) chair: a wheelchair designed to provide maximum restraint with a minimum of discomfort. It has a high back, arm rests, and is well-padded. The wheels are small, so that the resident cannot propel him or herself. A tray may be locked across the lap.

Whenever a restraint is in use, the facility staff must give take certain measures to minimize the resident's discomfort or inconvenience: Frequent trips to the bathroom, readjustment of straps, a call bell, social opportunities, etc.

Chemical restraints (drugs) are effective in reducing certain behaviors that used to require physical restraints. For instance, tranquilizers may be used to calm hostile or agitated residents. The major drawbacks of chemical restraints are that they can be abused (over-medication) and can have side effects. Side effects might include symptoms such as drowsiness, drooling, or confusion. It is important to know that the family or guardian of the resident who is chemically restrained has the right to know which medications are being used and what the side effects may be.

HEALTH PROBLEMS RELATED TO AGING

THE STATISTICS:

1. People over 65 have medical expenditures 3-1/2 times greater than people under 65.

2. The number of ***acute*** illness per year decreases with age but 85% of the elderly population suffer from ***chronic*** conditions.

A. CARDIOVASCULAR DISEASES

1. ***Hypertension*** is another word for high blood pressure. Normal blood pressure is 120/80. High blood pressure is indicated with a pressure over 140/90. Over a long period of time, high blood pressure places a strain on the heart muscle and can damage blood vessels. Most people with high blood pressure have no symptoms until they develop complications such as heart attack or stroke.

2. ***Atherosclerosis*** is another major cause of heart attack and stroke. This is a disease that obstructs the flow of blood through the arteries. It is not a natural part of aging. In atherosclerosis, fatty deposits of cholesterol appear on the artery wall. This is called plaque. If enough plaque builds up, it can greatly reduce the flow of blood. Heart attacks are usually caused by atherosclerosis in the arteries.

3. ***Heart Attack*** is caused by complete obstruction of a coronary artery, by plaque or a blood clot. This is called an infarction. It causes the heart to beat irregularly and miss beats, and can cause it to stop beating completely. Heart attack symptoms include vise-like chest pain that may spread to shoulders, neck, and arms, shortness of breath, dizziness, and fainting.

4. ***Stroke***: The work "stroke" is used to describe sudden damage to the nerve cells in the brain. These cells affect walking, feeling, eating. This damage often causes paralysis to one side of the body. Strokes can be caused by bleeding in the brain, clogging of an artery or blood vessel in the brain, and many other causes. Possible side effects for recovering stroke victims include emotional mood swings, depression, and memory lapses.

Some stroke victims might have lost the ability to communicate. Receptive aphasia means the person's brain cannot interpret incoming stimuli. Expressive aphasia means that the person understands stimuli but cannot make verbal expressions. Some stroke victims have a combination of both types of aphasia. Attempts should be made to try to communicate with the stroke

victim. Always speak slowly and clearly but not with unnecessary loudness. Give the patient plenty of time to find words and don't pretend to understand. Say "I'm sorry, but I don't understand." Be encouraging, and use gestures to talk. SHOW as well as TELL. Daily exercise is strongly encouraged.

B. ARTHRITIS

Arthritis is a chronic inflammatory disorder of the joints. Symptoms include fatigue, weakness, generalized aching, and stiffness. It commonly affects the small joints of the hands, wrists, knees, and feet. In severe cases, the progressive joint destruction and deformity can result in increasing dependency and can cause the victim to become bedridden.

C. DEPRESSION

Depression is the most commonly seen mental health disorder in the elderly. Many depressions in old age occur as the result of losses that elderly individuals have sustained. Depression may be of relatively short duration or it may be prolonged. Common symptoms of depression in the elderly include fatigue, physical complaints, loss of appetite, sleeplessness, apathy, and crying. Serious depression may also result in decreased cognitive abilities such as poor memory, distractibility, and impaired decision making.

D. DIABETES

Diabetes results when the body does not have enough insulin to use. There are two types of diabetes - juvenile and adult-onset.

Juvenile diabetes is usually more serious and almost always requires taking insulin. Adult-onset diabetes can often be controlled by meal planning. Meals should never be skipped. Some diets restrict sugar while others allow natural sugars from fruits. Low blood sugar can be elevated by taking something with sugar in it such as fruit juice. Contact family or phone 911 if you notice symptoms such as a cold, clammy sweat, extreme fatigue, or dizziness, weakness or shakiness.

E. OSTEOPOROSIS

Osteoporosis is the gradual thinning and weakening of bones. More bone is broken down than is formed, which results in thin, fragile bones. Improper nutrition and lack of exercise contribute, as well as the drop in estrogen produced after menopause. These simple steps may help:

- Eat a well balanced diet that includes plenty of calcium. In addition to milk, other foods that are high in calcium are: dark green leafy vegetables, beans, and nuts.
- Exercise regularly. Exercise actually strengthens the bone itself.

- Remember that safety is especially important, since even a minor fall may cause a bone fracture in an older person.

F. PARKINSON'S DISEASE

Parkinson's Disease is a disorder of the central nervous system. Symptoms include tremors which can be in upper and lower limbs and occasionally the mouth and hands.

Other symptoms include muscle stiffness, difficulty with balance, a frail voice, swallowing problems and less legible handwriting. The Parkinson patient frequently has a mask-like facial appearance due to muscle weakness and stiffness. Exercise is one of the most important aspects of treatment of this disease. Regularly performed exercises together with drug therapy can increase mobility, improve coordination, and increase independence in activities of daily living. Key points in management are:

- Maintain a positive attitude.
- Maintain good nutrition with a diet high in fiber, vegetables and fruits.
- Do daily exercise.
- Strive for correct posture.

Note: Parkinson's Disease patients tend to lean back on their heels and, therefore, have a tendency to fall backward.

G. ALZHEIMER'S DISEASE AND RELATED DISORDERS

Alzheimer's Disease, the fourth leading cause of death in the United States, affects two million Americans. Even more will be affected as the population grows older.

Once Alzheimer's Disease begins, there is no remission. Currently, there is no known cause or cure for this disease, which leads to death. As the disease progresses, it is characterized by such symptoms as loss of memory, confusion, disorientation, irritability, mood swings, language impairment, and personality changes. Eventually the patient looses all ability for self care.

Communication is often difficult when dealing with an Alzheimer's victim and occurs on conscious and unconscious levels.

Touching is a very important tool to remember. Sensations from the skin are apparently represented by a large area of the brain and, therefore, stand more chance of "getting through" to someone with Alzheimers disease. Lack of touching is often interpreted by the victim as personal and social rejection. By using this means of communication, you are helping to reduce their feelings of confusion and insecurity as well as increasing understanding between you. Remember these helpful hints for successful verbal communications:

- establish eye contact
- explain what you want to do in simple terms
- keep sentences short
- reinforce what you are saying with non-verbal gestures

Wandering is also a common problem of people with dementia. They often are "on the go" for as much as one-third of the day. They are less likely to socialize and they have problems communicating. Wandering is not aimless. Eighty percent of the patients wander because if fulfills some need. Let them pace or roam, to work off stress or energy. Just make the area as safe as possible by securing the area and making sure the environment is free of harmful substances and safety hazards.

Anxiety is another problem that often affects Alzheimer's patients. It can be reduced by providing a calm, structured environment free of as much external stimuli as possible. Crowds of people often increase confusion and heighten the anxiety. Alzheimer's patients often need continuous reminders that their family members will return. This helps to relieve their "lost" and anxious feelings.

NURSING HOME GUIDELINES FOR VOLUNTEER STUDENTS

1. Respect residents' rights at all times
   - refer to residents by their proper titles (Mr., Ms., etc.).
   - NEVER discuss residents' personal affairs, complaints, criticisms, or suggestions with anyone other then appropriate nursing home staff. RESPECT the residents' rights of privacy and confidentiality.
   - Do not speak about a person in front of that person.

2. Be considerate of residents' disabilities. Remember that sometimes they take longer to get things said or done. Be patient.

3. When bringing a resident to activities always ask if she or he wishes to go. Respect his or her refusal.
   - Before moving a resident's wheelchair, ALWAYS notify the person.
   - NEVER leave a wheelchair unattended or unlocked.
   - Elevators have a safety switch for keeping the door open. ALWAYS use it when loading wheelchairs.
   - ALWAYS *back* wheelchairs into and out of elevators.

4. NEVER assist residents in using the bathroom, getting in or out of wheelchairs or beds. If a resident asks for your help, go find a staff person.
   - Report all accidents to the nursing home staff -- even minor ones.

5. Never run.

6. Show good taste in dress, jewelry, and hair styles.

"WHAT-IF?"s (Problem-solving questions)

Below are a selection of "What-if?" questions for use near the end of a volunteer training. They cover a number of issues that may arise during the course of students' volunteering with older persons. The questions may apply to either - or both - the in-home or institutional setting.

A fun way to use these questions is to put one each on index cards, mix them up, and pass them out at random to the students. Each student then offers his or her answer to the group. The trainer should encourage group members to discuss these responses. In many cases, there are no "right" answers.

WHAT IF . . .

1. your older friend criticizes students today as inconsiderate hoodlums. What is your response?

2. your older friend asks your help in administering medication (e.g., eye drops). What do you do?

3. your older friend complains about his or her family and roommate(s)?

4. your older friend criticizes you (e.g., you are too fat, too thin, wear the wrong clothes, etc.)?

5. your older friend has recently learned that she or he has cancer (or other serious medical problem)? How would you respond? What would you talk about?

6. it is time for you to leave and your older friend does not want you to go. How would you prepare him or her for your departure?

7. after 30 minutes of visiting with your older friend, there seems to be nothing else to talk about. He or she does not seem to respond to any of your suggestions?

8. your older friend offers you a gift (e.g., for your birthday)?

9. your older friend says you do not need to come anymore?

10. your older friend dies?

11. you know that your older friend is on a special diet and he or she asks you to bring a restricted food (e.g., a diabetic requests candy)?

12. your older friend says that he or she is missing money or an item since your last visit?

13. your older friend continually puts off your visits with the complain that this is not a good time or that he/she does not feel well?

14. your older friend complains a lot, seems continually unpleasant, and you do not like to visit him or her?

15. you will not be able to visit your older friend for a while (e.g., during holidays, exam periods, etc.)?

16. your older friend asks you to do something that you do not want to do (e.g., to take him or her to the toilet)?

17. your older friend asks offers to pay you for something you have done (e.g., run an errand, etc.)?

18. you come to visit and find out that it is your older friend's birthday?

19. you have a cold but are still going to school? Will you visit your older friend?

TIPS FOR WORKING WITH THE SENSORY IMPAIRED

HEARING IMPAIRMENTS

The following list contains suggestions for communicating with hearing impaired older adults.

- Speak clearly with moderate speed.
- Do not shout.
- The speaker's face should be clearly visible.
- The speaker should have the client's attention before initiating any attempts at communication.
- Stand still while speaking.
- Use visual stimuli whenever possible (gestures, written messages, pictures, and demonstrations.)
- Re-phrase questions if the hearing impaired person does not appear to understand the original statement (some words seen very much alike when spoken, i.e., "up" and "cup").
- Minimize loud background noises (paper shuffling, chair scraping, radio or television continuously playing).
- If the client wears a hearing aid, make certain that it is working effectively. Be sure the batteries and cord are operating appropriately, the aid is turned on, and that the aid generates no disturbing sounds.

VISUAL IMPAIRMENTS

Suggestions for assisting a blind or visually impaired person.

- Identify yourself and let the client know that you are talking to him-/her.
- When assisting while walking, offer the client your arm. This allows the blind person to follow the motions of your body and interpret aspects of the environment.
- When you are leaving a blind person, let the person know that you are. Never leave the person stranded in open space. Make sure the person has contact with some physical object such as a counter or table.

- When serving food to a blind person, tell the person what is being served. Explain the position of each portion.

- Always give directions to blind persons according to the way that he/she is facing and/or preface directions; "turn to your right."

- Don't be overprotective. The blind person should do as much as he/she can independently.

SAFETY TIPS FOR WALKING, WHEELCHAIRS, WALKERS AND CANES

Before getting started:

To help someone stand from a chair: Remind them to scoot their hips to the front of the chair, making sure that their feet are under them, then lean forward and stand.

Pointers on going for walks:

1. Hazards: Soft ground (like sand and gravel)
   Uneven ground. Though they may look even, lawns are uneven.

2. Problems like balance, dragging toes in walking, shuffling: encourage high stepping - it can be a game.

3. Holding on to people: Be careful about pulling people by their arms and shoulders. Its often better to hold around their waist or onto their belt.

4. Observe for shortness of breath - build in little rest stops by stopping to observe any little thing of interest.

5. Steps: Step up with the good leg first. Step down with the weaker leg first. (Sometimes there is no stronger leg-then it doesn't matter. A catchy way to remember this: "Up with the good and down with the bad"

Walkers:

People should put walker down and then take steps rather than walk and move the walker simultaneously (which may cause them to trip.)
"Walker, step, step - walker, step, step."

Canes:

Canes should be used in the hand opposite the injury, otherwise which-ever hand is most comfortable. Cane moves at the same time as the weak leg.

Wheelchairs:

There are three things to remember about wheelchairs: The brakes, the brakes, and the brakes!

Be sure that both brakes are locked any time the chair is not supposed to move. Even when the person is just sitting, the brakes should be locked. Do not try to block the roll of the wheels with a foot or by holding the arms of the chair - Lock the wheels.

Walking and wheel chairs

1. Be sure that the person in the wheelchair is seated all the way back in the chair. Best: if the wheelchair has a seat belt, use it. If the wheelchair doesn't have one, recommend it.

2. Remember that the bar extension on the lower back of the chair is meant for you to use with your foot for leverage.

3. Go through all doorways, down ramps or over bumps - very slowly or backwards. Watch out for extending elbows and feet. Stay in control.

4. Curbs - down = backwards
   up = face curb, use bar extension, tilt back slowly and gently.

5. Footrests: When walking, be sure the footrests are on so that people don't catch their feet under the chair.

OPEN-ENDED VERSUS CLOSED-ENDED QUESTIONS

To help you get the most out of your intergenerational experiences, keep in mind the following tips for more effective - and therefore more enjoyable - communications.

There are two types of questions you can ask someone. The type you ask will influence the response you receive. "Closed" questions are easy to answer without much thought. They usually demand a short, direct response. They can often be answered with a simple 'yes' or 'no.' Journalists often use the closed questions when they are interested in determining the facts of a situation.

"Open-ended" questions, on the other hand, are designed to let the person providing the answer "pick up the ball and run with it." They call for longer, more reflective responses. The open-ended question should also let the interviewer or questioner shape other questions based upon the responses.

Closed as Compared to Open-ended Questions

	Closed		Open-ended
1.	Where were you born?	1.	What do you remember about the town where you were born?
2.	Where were your parents born?	2.	What kind of stories did your parents or grandparents tell you about where you were born?
3.	Did any members of your family serve in World War II?	3.	How was your family affected by the Second World War?
4.	When did you end your schooling?	4.	Why did you end your schooling?
5.	Did your family get together for reunions?	5.	Tell me about your most memorable family reunion.

6. When did you first vote?	6. Who were the candidates and how did you feel about them when you first voted?

As you can see, open-ended questions can be much more productive. They are usually preferable.

Also, when you ask an open-ended question, do not make it *too* broad. This leads you into the area of the question that sounds as if it wants a longer response but is in reality just a polite inquiry: "How are you doing?" "How was your trip?" Instead, focus on some specific aspects. For instance, "tell me about some of the most interesting persons you met on your trip."

DESCRIBING BEHAVIOR

1. A behavioral description reports specific, observable actions rather than guesses about the person's motives, feelings, attitudes, or personality traits. It states what was observed. It does not guess about why. Here are some examples:

Behavioral Descriptions	Inferences (guesses)
Fran was smiling and jumping up and down.	Fran was excited.
Bob's eyes filled with tears.	Bob was depressed.
Becky did not say anything when Bill asked her the question.	Becky resented Bill's question.

2. A behavioral description is also "non-evaluative"; it does not say or imply that what happened was good or bad, right or wrong. Evaluative statements (such as name-calling, accusations, judgments) usually express what the speaker is feeling and do not accurately get across what the behavior observed actually was. Evaluative language usually causes people to react defensively, and certainly doesn't allow for an accurate and fair picture of the person. Here are some examples:

Behavioral Descriptions	Evaluative Statements
"Jim talked more than others on this topic. Several times he cut others before the were finished."	"Jim is rude." "Jim wants to hog all the attention."
"Bob, you've taken the opposite of every statement Harry has made today."	"Bob, you're just trying to show Harry up!"
"Fran walked out of the dining room thirty minutes before dinner was finished."	"Fran is irresponsible." "Fran doesn't care about dinner."

BEHAVIORAL DESCRIPTION EXERCISES

Exercise I.
Directions: Read the following behavioral descriptions and come up with a guess or inference about the statements.

Sarah sat with her eyes closed and her head hung down.

George walked back and forth across the hall three times.

Marge picked up a box of tissues and sat down by her in the recreation room.

Exercise II.
Directions: Before each description of behavior put an "X"

1. _____ You interrupted Harry.
2. _____ Harry was sincere.
3. _____ Harry misinterpreted Joe.
4. _____ Joe was discouraged.
5. _____ Harry's voice got louder when he said, "Cut it out, Joe."
6. _____ Joe was trying to make Harry mad.
7. _____ Harry talked more than Joe did.
8. _____ Joe was dismayed by Harry's statement.
9. _____ Joe said nothing when Harry said, "Cut it out."
10. _____ Harry knew that Joe was feeling discouraged.
11. _____ Joe talked about the weather and the baseball game.
12. _____ Bill forgot the meeting.
13. _____ After Harry's outburst, everybody was afraid to say anything.
14. _____ That's the third time you've finished what I was going to say.

CONVERSATION STARTERS

Prepared by Generations Together Youth of
Steel Valley High School (Homestead, PA)

REMEMBER THESE TIPS:

1. Show that you are interested!

2. Don't ask a lot of questions that just require a yes or no answer.

Say things like this:

"Tell me about how you celebrated Christmas when you were younger."

"We're doing a report on famous elections in Civics. What were some elections that you remember being very exciting?"

If you are talking about your babysitting job ask about what kind of problems they may have run into when they had to watch younger children.

3. While they are talking about something, listen carefully, and ask them more questions and make comments about what they are saying.

4. Don't forget to weigh how you feel about things. They want to learn about what makes you tick just as much as you want to learn about them.

REMEMBER: Conversation is an art that, like all arts, improves with practice. In a few weeks you may not see a big difference in how well or how easily you are able to converse. But it is a skill that you will grow more comfortable with as the weeks and months pass by. And, it is a skill that will help you become more confident with new people whom you will meet in your life.

– TOPICS –

FAMILY
1. Children
2. Brothers or sisters of your elder
3. Ask about how they got along
4. Who were the favorites
5. Funny experiences

HOLIDAYS:
1. Traditions
2. Favorite holidays and why
3. Religious celebrations
4. Visiting that is/was done
5. Santa Claus
   - their experiences as children

EMPLOYMENT:
1. Jobs they had
2. Jobs their parents may have had
3. What their children do
4. How have salaries changed?

HISTORICAL EVENTS:
1. Important historical events through which they lived
   - Depression, World Wars, 1960s
     - their opinions, reactions, family circumstances

2. Reactions to new inventions (e.g., radio, TV)
   - how it changed their lives
3. How has transportation changed?
   - automobile styles
   - how many different types of transportation are used

SCHOOL:
1. Where they went
2. How to do better
3. Problems they had
4. Friends
5. Bad days
6. What teachers were like
   - what they liked and didn't like about their teachers
7. Activities

YOUNGER YEARS:
1. What they did at your age
2. What they wanted to be at your age
3. Do kids still enjoy and get involved in some of the same things
4. Changes they would make if they could do things over again

NATIONALITY:
1. Other languages spoken
2. Traditions
3. Did they come from another country
   - what was life like there

HOBBIES:
1. Hobbies they've enjoyed
2. How they got interested in them

MARRIAGE:
1. When did they get married
2. What was the ceremony like
3. What was expected of married women then as compared to now
4. Number of years married

GEOGRAPHIC AREAS:
1. Favorite places in your town and elsewhere
2. Other countries visited
3. Stores that used to be in our area
4. Other changes in our local area

TRAVEL:
1. Vacations that were memorable
2. Most scenic spots
3. Where they would have liked to travel

MUSIC:
1. How music has changed
   - what dances did they do at your age
   - what was popular when they were teenagers
2. What were the popular songs and artists?

FAVORITES:
1. Books
2. Famous persons
3. Subjects in school
4. Pets
5. Foods/recipes

SPORTS:
1. What teams they saw
2. What sports were popular
3. How have sports changed

ADVICE:

1. How might they handle a problem if they were in your situation.

GUIDELINES FOR WORKING EFFECTIVELY WITH ELDERLY PERSONS

Here are some things you can do to help older persons feel accepted and valuable, and which will make your interactions less frustrating and more rewarding.

- Show respect for each person by learning and using his/her name according to how the person prefers being called

- Be the first to smile and say hello-- the other person may be lonely or feel uncertain and alone in a new situation

- Value their contributions; ask for them and hear them out

- Be patient and **do not rush** people. Give the older person time to complete tasks or thoughts. Rushing people will only confuse them

- Take a hand or give a hug if someone seems to want contact. Touching says, "I accept you", "it is good to know you", "your are valuable". But, also recognize the need for personal space. Some people do not like to be touched.

- If someone complains a lot, hear him/her out. The person may need attention, or may be angry at something else which s/he feels unable to talk about

- Even if a person does not communicate, do not assume that they cannot hear you. Talk to them or read to them, but do not talk about them as if they were not there

- Plan ahead for ways to start conversations

- Key in on photographs in the client's room

- How, what, where, and when questions not only start conversations, but keep them going

- Most people like to be asked for their advice or opinions

73

Simulation Role Play (#1)

Student geronteer[3]: Hello Mr./Ms. Elder. My name is _____. I'm a new summer employee here. How are you today?

Mr./Ms. Elder: (Silence. Blank stare.)

Student geronteer: *(voice slightly raised)* Hello Mr./Mrs Elder. I'm _____. How are you feeling today?

Mr./Ms. Elder: Oh, hi Pete/Kathy *(wrong name)*. My family hasn't been to see me in years. . . . I'm very thirsty.

Student geronteer: *(goes to get a glass of water)* Here you go!

Mr./Ms. Elder: *(looks at volunteer, bewildered)* What's this for? Did I say I was thirsty?

Student geronteer: *(Sees Mr./Ms. Elder's family photos nearby)* Tell me some thing about your children?

Mr./Ms. Elder: I have two sons. They live in Bellevue. *(Pause)* My mother was here yesterday. Where is she today? Do you know? I love my mother. Will you call her for me and ask her to come?

Student geronteer: I can't call now but let me speak to the nurse in charge for the telephone number. I'll be back next (Tuesday, Saturday, etc.). May I mark my next visit here on your calendar. We'll talk more next week. Goodbye Mr./Ms. Elder.

Comment: Some elderly persons are or occasionally become confused. This can come and go. A first encounter such as this is fairly common and can be initially upsetting, especially if you have taken the initiative and don't get an encouraging response.

Question: Based on this simulation, how would you respond to future requests or comments from this individual?

Comment: The confusion usually involves confusing present memory with past memory (e.g., forgetfulness of where one is, what year it is). The important thing to remember is to always provide the benefit of the doubt. If you don't know, assume it is true and find out from the appropriate persons (such as a staff member).

If a person does make a very obviously confused statement, it is best *not* to try to correct them. It's better to talk matter-of-factly about their memories,

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[3] Geronteer is a combination of the words gerontology and volunteer, adapted from Thank you for shaking my hand: A guidebook for volunteers, those who train or direct them in the long-term care facility, and others who care for the aging, by C. Peckham and A. Peckman, Nashville, TN: Parthenon Press, 1977.

Simulation Role Play (#2)

Student geronteer: Hi Mr./Ms. Elder! How are you today?

Mr./Ms. Elder: Oh, it's so nice of you to come. It's so nice outside. Could you take me to the patio. I haven't been out all week.

Student geronteer: Okay! Let's go.

Mr./Ms. Elder: ***(Rises from the chair and reaches for a cane propped nearby. But it slips unexpectedly as s/he takes it and s/he falls to the floor.)***

Student geronteer: Oh, no! Are you okay!?

{What do you do next!?}

Comment: Older people tend to be less steady and are more frail. Their reflexes are slower and some experience recurring dizziness. These things make it harder for them to recover from a slip or a misstep, etc.

Common sense will for the most part help you to avoid such incidents. Things you can do are:

1) Offer to assist the person to a standing position (but be sensitive to their need to feel independent);
2) If you are assisting someone, move slowly and surely; let them know what you are doing, which direction you are taking them, etc;
3) If someone asks you for help getting out of bed, explain that you cannot do so, but will go ask for an appropriate staff person.

80

Simulation Role Play (#3)

YISTE volunteer: Hello, sir/ma'am. How are you today?

Mrs/Mr. Elder: ***(No response. Elder looks away as volunteer speaks)***

YISTE volunteer: ***(louder this time)*** Hello, My name is _____. How are you? ***(approaches the elder more closely)*** This seems like a nice place. How do feel about it?

Mrs/Mr. Elder: What do you want, young lady/man!?

YISTE volunteer: I'm here to visit with people and I'd be interested in talking with you when I come this floor.

Mrs/Mr. Elder: I don't like to talk. Now get out, would you? ***(motions with his/her hand for the volunteer to leave.)***

Question: Based on this situation, what do you suggest as a next step to overcoming this barrier, whatever it is? (It might turn out to be a good thing that you tried.)

Comment: A disgruntled elderly person is likely to have acted much the same way throughout his/her life/ Research suggests that personality is developed early in life and the disposition they have follows through the stages of development.

No one is completely like someone else. We are unique individuals. It is not accurate, then, to classify all older people as invariably grouchy or crabby.

What is normal is that even the most cheerful person, as s/he gets older, may experience more aches and pains, may be adjusting to some loss of independence, etc.,-- and therefore has a few legitimate gripes. Naturally. Would you?

Simulation Role Play (#4)

Student geronteer: ***(from behind, approaches Mrs/Ms. Elder, who is sitting in a wheelchair.)*** Hello, my name is _____. I'm a new summer employee here. How are you today?

Mrs/Ms. Elder: ***(no response)***

Student geronteer: ***(loudly this time)*** Hello, my name is _____. I'm a new summer employee here. How are you today?

Mrs/Ms. Elder: ***(looks up suddenly, startled)*** Pardon me, son/miss. What did you say?

Student geronteer: I'm a summer aide and I'm going around to introduce myself to you all.

Mrs/Ms. Elder: ***(looks a little surprised)*** Where did you say we're going?

Student geronteer: ***(louder again)*** I'm not here to take you anywhere. I'm here to visit?

Mrs/Ms. Elder: Oh! Why didn't you say that the first time?

Comment: Not all elderly have major hearing loss, but almost all have *some* hearing impairment. This is a physiological fact of aging. When you know, or think, that someone cannot hear as well as you, you can avoid frustration and miscommunication by observing a few simple rules to make yourself more easily understood. They are:

1) Make sure you have someone's attention before you speak. Eye contact or a light touch will accomplish this.
2) Do not stand over someone and talk. Make sure your face is at their level. This allows them to read your lips more easily.
3) Speak at a louder than usual volume (not shouting) and speak a little more slowly than usual.

Sensitizing People to the Physical Changes of Aging

The following activities were developed to help people experience some of the sensory changes that older adults may experience. These may be used with small or large groups. With a large group, divide into small groups and provide each group with a different simulation. Each group can then share their feeling with the total group.

A. Become sensitive to changes in SIGHT

(1) With pairs of swimming goggles . . .

a) Paste yellow transparent plastic paper on the lenses to represent the yellowing of the lens of the eye with age.

b) Apply strips of black paper in a circle around each eye to simulate tunnel vision.

c) Apply dots of paper or tape on the goggles to represent spotted vision.

d) Cover the goggles with dark covers to represent total blindness.

B. Become sensitive to changes in HEARING

(1) Use disposable foam or swimmers ear plugs or ear muffs to dull the sound of people talking. Give the student directions on how to accomplish a simple task. How does the hearing loss affect the task accomplishment?

(2) Use speech itself as a training tool.

a) Have two or three people give instructions to a person at the same time (with or without ear plugs). Ask the person to repeat the instructions given.

3) To illustrate the interaction of vision and hearing, have a blindfolded person listen to instructions which are given at a rapid pace. This will illustrate how often we depend on being able to see a person who is talking to us. (This exercise works particularly well when there is significant background noise.)

C. Become sensitive to changes in TOUCH

(1) Plastic gloves: Allows simulation of the difficulties in distinguishing temperature (e.g., water) and in small muscle control (e.g., try to pick up small pieces of paper from the table, tie shoes, button a shirt, etc.)

(2) "Numz-It" or "Anbesol": These liquids used to relieve teeth and gum pains will also numb the fingertips for a short period of time.

D. Become sensitive to changes in DEXTERITY

(1) One-handed exercises will demonstrate the difficulty encountered by a person who is missing a limb or who has lost its use. Try to write your name with your "wrong" hand. Try other simple tasks, such as opening a box, filling a notebook with paper, etc.

(2) Use tape to wrap several fingers together to represent a missing finger or joints stiffened with arthritis. Again, try some simple, everyday tasks.

E. Become sensitive to changes in TASTE

(1) Block the visual and smelling senses with a blindfold and some kind of nose plug. Then have him or her try to distinguish between:

a) An apple versus a potato (food with similar textures)
b) A potato chip versus a corn chip.

F. Becoming sensitive to changes in MOBILITY and BALANCE

(1) Try to carry a set of packages while also using a cane or walker. (Note how few woman have pockets in which to carry things while the hands are otherwise occupied.)

(2) Set a person in a chair and spin him around a few times. Then ask him or her to walk a straight line. Some older people are afflicted with recurring dizzy spells.[4]

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[4] These exercises adapted from Sensitizing People to the Processes of Aging: The In-Service Educator's Guide, by Marvin Ernst and Herbert Shore, Dallas Geriatric Research Institute, 1977.

WRITE YOU OWN OBITUARY – A EXERCISE

Set aside the natural emotional reaction you may well have to doing this exercise. Think of writing your own obituary, first as a life planning exercise. Then reflect on what your feelings and responses tell you about people who are already elderly.

OBITUARY

_____, age_____, died yesterday from
(Your name)

_____. He/she was
(cause of death)

a member of _____ . . .
(church, organizations, etc.)

At the time of her/his death, she/he was working on becoming

_____. . .

He/she will be mourned by _____

because _____. . .

If she/he could, she/he would have _____. . .

He/she deeply regrets that he/she was never able to _____

_____. . .

Most of all, she/he wishes she/he had said _____

_____. . .

Her/his greatest contribution was _____

_____. . .

The best thing about him/her was _____

_____. . .

She/he needed, but never received _____. . .

His/her friends and relatives say about her that _____. . .

First Debriefing Agenda

Date: _____

Facilitator: _____

1. Small groups (someone take notes)

   Report what you have done
   - How many visits?
   - What have they been like?
   - What activities? Favorite/Least favorite?

2. What difficulties or problems have you encountered?

   - Scheduling or transportation problems?
   - Uncomfortable? Dislike the setting?
   - What should we have been covered better in training?

3. What have you learned so far that will help you plan future activities and visits?

   - His/her needs?
   - Likes/dislikes/interests?
   - Limitations

4. Compare what you expected before you begin visiting your older friend(s) with what you are now find out.

   - First visit compared with most recent?
   - Best experience / Worst experience?

5. Reporting

   - Turn in logs of hours & activities, etc.

6. Other options:

   ** Write an article for the newsletter, school or local newspaper.
   ** Poetry, essays, art or photography related to your volunteer experience(s).

Final Debriefing Agenda

Date: _____

Facilitator: _____

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1. Interchange: What have you gotten out of your experiences of volunteering with the elderly?

    - Value to you?
    - Value to your older friend(s)?

2. Future or follow-up plans:

    - Summer plans?
    - Staying in contact with the elders? (How?)
        - Phone
        - Letters, post-cards, pictures, etc.
        - Occasional return visits

3. Termination, separation, closure

    - How did you close the relationship(s)?
        - What feelings did you and the elder have?
        - What was done or said?
    - If not yet terminated . . . how will you do it?

4. Recognition of volunteers

    - Inform students of recognition plans, or
    - Begin to plan for recognizing student volunteers.

Administrative Appendix

1. Sample Format for Community Elderly Needs Assessment
2. Sample Memorandum of Understanding (for agency)
3. Volunteer application (for working with elderly)
4. Fact Sheet on Generations Together's Friendly Visitor Program
5. PA State Board of Education - Resolution on Community Service

Needs Assessment for the community's elderly

DATE:_____

AGENCY CONTACTED:_____

ADDRESS:_____

PHONE NUMBER:_____

PERSON RESPONDING:_____

1) What are the services your agency has available for the elderly?

2) What is the greatest need among the elderly in your facility?

3) What is the greatest need among the community's elderly?

4) If you could have a group of (elementary/middle/high school) students do anything for the elderly with whom that you work, what would it (they) be?

5) In your experience, what programs of this nature have been successful in the past?

6) What other agencies or individuals might be interested in having or hosting intergenerational service activities?

A MEMORANDUM OF UNDERSTANDING
between

and

GENERATIONS TOGETHER (GT) YOUTH IN SERVICE TO ELDERS name)	**("Older Adult" Volunteer Station**
Address: 121 University Place Suite 300 Pittsburgh, PA 15260	**Address:**
Telephone: (412) 648-7151	**Telephone:**
Individual responsible for monitoring the MOU on behalf of the sponsor:	**Older Adult Volunteer Station Coordinator:**

This Memorandum identifies the responsibilities of the sponsoring organization (Generations Together) and the "Older Adult" Volunteer Station to which Youth In Service To Elders (YISTE) volunteers will be assigned. This assignment contains understandings related to pre-identified subjects, plus other categories required by the sponsoring organization and agreed to by both parties.

I. *The "Older Adult" station or agency or individual representing the interests of the older adult recipients of service will*:

a) Designate a coordinator to serve as liaison with the sponsoring organization.

b) Assist the sponsoring organization (GT) in the coordination of volunteer assignments, orientation, in-service training and other project-related activities.

c) Provide the project director with a list of planned volunteer assignments.

d) Speak regularly with the older adult recipients of service to determine satisfaction with and concern about YISTE volunteers.

e) Confer regularly with the sponsoring organization to assess the program and needs of the program.

f) Collaborate with the representatives from the Youth Station and Generations Together in providing supervision to all volunteers assigned.

g) Have the right to request the sponsor (Generations Together) to remove a volunteer from service.

h) Support, if possible, volunteers' attendance at the Generations Together Annual Volunteer Recognition Event (for volunteers who have completed at least 24 hours of documented service)

II. *The Sponsoring Organization (Generations Together) will*:

a) Recruit, select, and enroll youth volunteers to serve as friendly visitors to the Older Adult Station.

b) Coordinate volunteer assignment, orientation, in-service training, and other project-related activities with assistance from the volunteer station.

c) Place younger volunteers in adult stations (e.g., nursing homes, convalescent centers or individual homes) in collaboration with the representatives of the Youth Volunteer Stations.

d) Designate a coordinator to serve as liaison with the volunteer station and the youth station.

e) Furnish adequate accident and liability insurance coverages as required by the program and/or its funders.

f) Retain full responsibility for the management and fiscal control of the project.

g) Regularly monitor project activities at the volunteer station to assess and/or discuss the needs of volunteers, and the project.

h) Provide Generations Together orientation to volunteer station and youth station representatives.

i) Review any changes in volunteer assignments.

III. *Other*:

a) Volunteer Transportation:

_____ will be provided by the YISTE volunteers

_____ will be provided by the volunteer station

_____ will be reimbursed by the sponsoring organization.

b) Separation from Volunteer Service:

The volunteer station may request the removal of a volunteer at any time. The sponsoring organization may recall a volunteer at any time. A volunteer may resign from service to a volunteer station or from the program at any time. Discussion of individual separations will occur between the YISTE staff, staff at the volunteer station, and the volunteer to clarify the reasons, resolve conflict or to take remedial action.

c) Restricted Activities:

The sponsoring organization and the volunteer station will not request, assign, or permit volunteers to conduct or engage in religious, sectarian or political activity or instruction, or to participate in any construction or partial construction to be used for religious purposes.

d) Displacement of Employees:

The sponsoring organization and volunteer station will not assign volunteers to any assignment which would displace employed workers or impair existing contracts for services.

e) In assignments for youth volunteers, please consider these roles and expectations as inappropriate activities: toileting, feeding, making beds, cleaning, chore service, and treatment interventions (e.g., whirlpool room).

f) Prohibition of Discrimination:

The sponsoring organization and volunteer station will actively comply with provisions of Title VI of the Civil Rights Act of 1964.

f) Amendments:

This Memorandum of Understanding may be amended at any time in writing by concurrence of both parties.

Sponsoring Organization	"Older Adult" Volunteer Station
by:_____ (signature)	by:_____ (signature)
Title: Program Director, Youth in Service to Elders	Printed name:_____ Title:_____
Date: _____	Date:_____

YOUTH IN SERVICE TO ELDERS

STUDENT VOLUNTEER APPLICATION FORM

The purpose of this questionnaire is to gather information from students who decide to volunteer their time and services. Please read and answer each of these questions.

1. Name _____ School _____

2. Address _____ City _____
   Zip _____ Phone _____

3. Permanent address _____ City _____
   State___ Zip _____ Permanent phone (____)_____

4. Age_____ (5) Sex: Female___ Male___

5. Race: White_____ Black_____ Hispanic_____
   Oriental_____ Other (specify) _____

6. What grade are you in? Grade: 5__ 6__ 7__ 8__ 9__ 10__ 11__ 12___

7. a) Do you have a preference to work with men or women? Yes___ No___
   b) If yes, please check one: Men___ Women___

8. Please give the name, address, and phone number of a person who can provide a character reference for you. Your reference should be a non-related adult who has known you for at least six months.

   Name _____

   How does he/she know you? _____

   Phone # _____

9. What experiences have you had with older persons (inside or outside of your family?)
   _____
   _____

10. a) Have you ever worked as a volunteer? Yes____ No____
    b) If yes, what kind of volunteer work did you do and for how long?

11. a) Do you speak a language other than English? Yes___ No___
    b) If yes, what language?_____
    c) If yes, how fluent are you?

12. a) What interests, skills, hobbies or experiences would you would like to share as a YISTE volunteer? _____
    _____

13. What is your career goal: _____

14. Why do you want to be a YISTE volunteer? _____

_____

15. In which of the following areas do you think you might make a contribution? Check all that apply.

_____ physical health of older person(s)
_____ emotional well-being of older person(s)
_____ enhance older persons' social interactions
_____ assistance with the elderly (help with the chores, run errands, etc.)
_____ other (specify) _____

16. How do you expect participation as a volunteer to affect your feelings
Greatly improve___ improve___ no change___ worsen___

b) Please explain your response _____

17. At present how do you feel about yourself in the following areas:

	high	medium	low
a) Sense of self-worth	_____	_____	_____
b) Satisfaction with life	_____	_____	_____
c) Interest in what happens around you	_____	_____	_____
d) Involvement in the community	_____	_____	_____
e) Energy level	_____	_____	_____
f) Openness to new ideas	_____	_____	_____

21. What would you like to know about the older people with whom you will visit?

Volunteer Statement: I wish to volunteer my services through a Generations Together Student Community Service project and understand that I am not an employee of Generations Together.

_____ _____
(Volunteer's signature) (Date)

Use of automobile while performing volunteer service:

I, the volunteer applicant, understand that if I use my personal automobile while performing volunteer service, it is my responsibility to maintain automobile insurance coverage equal to the minimum limits required by the State of Pennsylvania. (Check one option below and sign.)

I do not intend to use an automobile in connection with this volunteer service _____

I may/will use an automobile in connection with this volunteer service _____
My driver's license number is: _____

Issue date _____ Expiration date _____

_____ _____
(Signature) (Date)

YOUTH IN SERVICE TO ELDERS

FACT SHEET

Youth In Service To Elders (YISTE) is a family of Intergenerational programs developed and monitored by Generations Together in cooperation with local government, school systems, youth and aging-related agencies. Generations Together is part of the University of Pittsburgh's Center for Social and Urban Research.

What Is YISTE?

- YISTE trains and supports young people who volunteer as friendly visitors to frail elderly persons. These elderly persons live in nursing homes, personal care homes, or their own homes. Typical activities include: conversation, playing games, walking, watching T.V., reading together, bingo, board games, and picnics, etc.

Goal

- YISTE's goal is to channel the energy and talents of youth into volunteer service that can enhance the quality of their lives & those of the elderly.

Who benefits?

- YISTE is currently pursuing students who would enjoy the opportunity to provide community service by volunteering to do friendly visiting with frail older adults. Students experience the satisfaction of being responsible, of giving to the community and receiving the appreciation of a senior citizen. Elderly participants report feeling better as a result of spending time with young volunteers. Volunteers receive formal recognition certificates and college or job recommendations based on their service.

What is the commitment?

- Volunteers commit to visiting for (2) hours each week for at least 12 weeks. They also must keep time records, attend the training session(s), and one or more debriefing meetings.

For more information, please contact:

Youth In Service To Elders
Generations Together
121 University Place, Suite 300
Pittsburgh, PA 15260
(412)648-7151

95

Commonwealth of Pennsylvania
STATE BOARD OF EDUCATION

RESOLUTION
ON
STUDENT COMMUNITY SERVICE

WHEREAS, education has long sought to instill the sense of public purpose and responsible citizenship in its graduates: and

WHEREAS, many schools and colleges have found that organized and supported student community service serves an important educational and community building role: and

WHEREAS, students are an important and often underutilized resource for solving pressing public problems such as illiteracy, school failure, under-achievement and isolation of elders: now therefore be it

RESOLVED: That the State Board of Education believes that programs of community service should be an integral part of education at all levels and strongly urges schools, colleges and universities to institute or strengthen community service programs so that every student is encouraged to serve and participate in volunteer services.

Given under my hand and our seal this 12th day of January 1989.

Sister M. Lawreace Antoun, S.S.J.
Chairperson

RESOURCE APPENDIX

This appendix contains a selected list of resources for student community service and intergenerational programming. The materials, some of which are available at little or not cost, are listed under the following headings:

AUDIOVISUAL

BIBLIOGRAPHY

ORGANIZATIONS & PROGRAMS

AUDIOVISUAL

BiFolkal Productions, Inc. BiFolkal produces games, kits, audio-visual materials, and activities which are ideal for use in intergenerational activities. Send for their catalog and free quarterly newsletter, ***Insights***. 809 Williamson Street, Madison, WI 53791-9758. (608) 251-2818.

"Caring For Each Other - A Way of Life" (videotape).
This video portrays interactions between frail elderly adult day care clients and children in preschool, 3rd, and 11th grades. The video depicts how stimulating and enjoyable such an intergenerational program can be for the participants. Includes a 20-page "question and answer guide" about creating such a program. (7 minutes, color, 1990) Available from Generations Together (see pg. 103).

"Everybody Rides the Carousel (part 2)" (film or video, color, 21 min.) Faith and John Hubley. Santa Monica, CA: Pyramid Films, 1976. Summary: An animated presentation of Erik Erikson's theory of life-stage psychological development. Part 2 presents stages 4-6, which includes the last stage of development, "intimacy vs. isolation." An engaging and very imaginative presentation, which demands follow-up discussion to elucidate its points. It is desirable, but not necessary, to first view part 1.

The Great Circle of Life: A Resource Guide to Films on Aging. Yanhke, Robert E., Owings Mills, MD: National Health Pub., 1988.

"Peege." (color, 23 mins.) Kleiser-Knapp Productions: distributed by Phoenix Films, 1973. A dramatization in which a young man comes home from college for the Christmas holidays is able to break through communication barriers and reach his grandmother who has become isolated by age and failing mental and physical capacities."

Taking a chance on the later years: A gerontological simulation. Developed by Mary O'Brien and Justine Bykowski. (Available from: Institute of Gerontology, University of Michigan, 520 East Liberty Street, Ann Arbor, Michigan, 48109.

This excellent and very playable game simulates the social and physical changes of old age. It encourage the players to explore how they would cope with these changes. Suitable for ages 10 to adult.

"To Be Growing Older" (film, 14 min., color) Billy Budd Films, 1973. Deals with ways in which youth can relate to elderly and their lives. (Includes guide, script.)

Check local libraries, aging agencies, or your other sources for films or videos that will provide information about aging, model roles for youth to take with the elderly, and stimulate discussion.

"Volunteers!" (game) Created by Harriet Kipps, a nationally known figure in the volunteer field, this simulation game "enables each player to 'become' a concerned community which tries to pull together all of the components of a good volunteer program." Appropriate for ages 8 to adult. Adults and older youth can play strategically; children can play at a simpler level. "Volunteers!" can be used as an aid for planning, discussion, and reflection. **Order from:** Four-One-One, 7304 Beverly Street, Annandale, VA, 22003, (703) 354-6270. Price: $16.95

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ACTION. National Student Volunteer Program. (1983-84). High school courses with volunteer components: A collection of 12 case histories describing high school courses that use volunteer activities to complement classroom learning. Washington, DC: Author.

(Out of print; you may find it in a library).

Blaustein, R., (1985). GOLDEN DAYS: An oral history guide. (Available and free upon request from: Center for Appalachian Studies and Services, Box 19180A, East Tennessee State University, Johnson City, TN 37614-0002. Also available in Spanish).

A student guide to collecting folklore and family history, written in simple language.

Bodnar, J. and Dorson, R. (Eds.). Sharing our lives: A handbook for community oral history and folklore research projects. (Available for $2.00 from The Folklore Institute, Indiana University, 504 N. Fess, Bloomington, IN 47405).

A professionally oriented introduction to the theories and methods of folklore and oral history; good, concise background for teachers.

Community service: Learning by doing. (1989). Pamphlet. A Statement of the Council of Chief State School Officers. (Available from: The Council of Chief State School Officers, 379 Hall of the States, 400 North Capital Street, N.W., Washington, D.C. 2001-1511, (202) 393-8159).

Conrad, D. & Hedin, D. (1989). Youth service: A guide for developing and operating effective programs. (Available from: The Independent Sector, 1828 L Street, NW, Washington, DC, 20036, (202) 223-8100).

CONTINUITY. Linking the ages through education. A newsletter of the Secondary Schools Intergenerational Program. (Available from: City School District of New Rochelle, 515 North Avenue, New Rochelle, NY 10801. Editor: Bill Wertheim).

Davis, C., Back, K., & McLean, K. (1977). From tape to type: An oral history manual and workbook. Chicago: American Library Association.

Practical techniques of recording oral history and preparing it for publication; professionally oriented; teachers will find it useful in developing student projects.

Gibson, J. (1980). Psychology for the classroom (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.

Harrison, C. (1987). Student service: The new Carnegie unit. The Carnegie Foundation for the Advancement of Teaching. Princeton, NJ: Princeton University Press.

Here's help! and Caring plus...A guide for training nursing home volunteers. (Available from: The American Health Care Association, 1200 15th Street, N.W., Washington, D.C. 20005, (202) 833-2050).

The Association represents licensed nursing homes and other long-term care facilities in the U.S. Here's Help is a series of simply written, highly informative pamphlets on a wide variety of topics related to aging and older persons. Caring Plus... is a general guide to working with and within nursing homes.

Hooper, J. (1979). Oral history: An introduction for students, Chapel Hill: University of North Carolina Press.

INTERAGES NEWS. A Newsletter of the Montgomery Center for Intergenerational Programs. (Available from: InterAges, 9411 Connecticut Avenue, Kensington, MD 20895. Contact: Austin Heyman).

INTERGENERATIONAL CLEARINGHOUSE NEWSLETTER. Published by RSVP (Retired Senior Volunteer Program) of Dane County, Inc., 517 N. Segoe Road, Suite 210, Madison, WI 53705-3108, (608) 238-7787 or 635-7020.

Kimmeldorf, M. (1990). Working in community service: Volunteer service opportunities. (Available from: Educational Design, Inc., EDI #3392, 47 West 13th Street, New York, NY 10011).

A general guide to student volunteerism. Includes chapters on Brainstorming Volunteer Options, Making a Volunteer Plan, and Getting the Most out of the Experience.

LINKAGES. Center for Understanding Aging. Framingham State College, Framingham, MA 01701. Send information to: Carol Khadjenouri, Editor, LINKAGES, 2163 Grove Street, San Francisco, CA 94117.

Lloyd, C. (1990). Teen power! How to develop a teen volunteer program. (Available from the Vancouver Volunteer Centre, #301-3102 Main Street, Vancouver, B.C. V5T3G7. (604) 875-9144. $8.00, 28 pp).

Provides information on the developmental issues of adolescence, with information for adapting volunteer systems to meet the needs and interests unique to teenagers. Includes many easy to read check lists to help with recruitment.

Making a difference in your community: A workbook for student-directed service projects. (1989). (Available from Youth Community Service, Constitutional Rights Foundation, 601 Kingsley Drive, Los Angeles, CA 90005 (213) 487-5590).

McDuffie, W. and Whiteman, J. (Eds.). (1989). Intergenerational activities program handbook, (3rd ed.).

(Available from the Intergenerational Activities Program of Broome County Child Development Council, Inc., Box 880, Binghamton, NY, 13902-0880).

National Youth Leadership Council. (1989). Growing hope: A sourcebook on integrating youth service into the school curriculum. St. Paul, MN: Author.

NETWORK: School youth service. A quarterly publication of the Constitutional Rights Foundation, 601 Kingsley Drive, Los Angeles, CA 90005, (213) 487-5590 (no cost).

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Reaching out: School-based community service programs. (1988). (Available from: National Crime Prevention Council, 733 15th Street, N.W., Suite 540, Washington, DC 20005, (202) 393-7141).

Rose, J. (1989). The connection dimension: Strategies for bringing your community together. Schenectady, NY: Schenectady County Office for Aging.
This is a very good guide to intergenerational community program development.

Schapiro, R. (1990, February). Assignment: Make a difference. Teacher Magazine, 64.

SERVICE OPPORTUNITIES FOR YOUTH. A publication of the Adolescent Pregnancy Prevention Clearinghouse. (Available from: Children's Defense Fund, Publications, 122 C Street, N.W., Washington, D.C. 20001 (202) 628-8787.

Sheehan, R. (1981). Young children's contact with the elderly. Journal of Gerontology, 36, 567-574.

STREAMS. A national youth service newsletter. Available from: Youth Service America (YSA), 1319 F Street N.W., Washington, D.C., 20004. (202) 783-8855.

Struntz, K. and Reville, S. (1985). Growing together: An intergenerational sourcebook. Washington, DC: American Association of Retired Persons; La Quinta, CA: The Elvirita Lewis Foundation.
Describes 57 different program models, including school-based examples, with commentaries by a number of experts on intergenerational programming.

Thorp, K. (1985). Intergenerational programs: A resource for community renewal. (Available from: Wisconsin Positive Youth Development Initiative, Inc. 30 W. Mifflin Street, Suite 908, Madison, WI, 53703, (608) 255-6351).
Describes a number of community-based intergenerational programs in the "larger context of community renewal and well-being."

Wynn, J., et. al. (1988). Communities and adolescents: An exploration of reciprocal supports. Washington, DC: Youth and America's Future, The William T. Grant Commission on Work, Family, and Citizenship.

For those interested in some of the broader issues in SCS, a concise collection of readings is: A School-Based Service Packet available from The National Youth Leadership Council, Center for Youth Development and Research, 386 McNeal Hall, University of Minnesota, St. Paul, MN 55108, (612) 631-3672.

ORGANIZATIONS & PROGRAMS

American Association of Retired Persons. Many other publications and audio-visual materials are available. Write for their publications and A-V catalog: AARP, 1909 K. Street, N.W., Washington, D.C. 20049.

-- **"A Profile of Older Americans** (published yearly). A pamphlet which summarizes the latest facts and statistics about the status of the elderly in America.

-- **"Truth About Aging: Guidelines for Accurate Communications"** 1984. A consciousness-raising overview of the elderly in America - their conditions, their needs, and their desires.

Center for Intergenerational Learning, Temple University Institute on Aging. Intergenerational program developers and consultants. The center fosters intergenerational cooperation and exchange and promotes collaborative program planning between human service and education networks. University Services Building (083-40), Philadelphia, PA, 19122. (215) 787-6708.

Educators for Social Responsibility. 23 Garden Street, Cambridge, MA 02138. (617) 492-1764.

Generations Together. Program developers and consultants for a wide range of intergenerational programs. Call or write for an extensive publications catalog. 121 University Place, Suite 300, University of Pittsburgh, Pittsburgh, PA 15260. (412) 648-7150.

Larkin, Francis P., Intergenerational Program Consultant. Mr. Larkin has extensive experience in helping schools build intergenerational programs, some in conjunction with local business. For information, contact him at: Intergenerational Programs, 25 South Drive, Marmora, NJ 08233 (609) 653-0700.

Magic Me. 611 Park Avenue, Suite 6, Baltimore, MD 21201. (301) 837-0900. Magic Me is an intergenerational program for at-risk middle school students in Baltimore's inner city. Students with problem behaviors regularly visit nursing homes in groups, where they each befriend a resident during the

course of a year. The program has been replicated in Philadelphia, Cleveland, Buffalo, and London, England, among other places.

National Youth Leadership Council. Publishes a wide variety of youth development and service materials, including a quarterly newsletter, ***The Generator***. Address: 386 NcNeal Hall, University of Minnesota, St. Paul, MN 55108.

Partners for Youth Leadership: An organization which "supports programs that have the potential to succeed and can make a difference to individuals and communities throughout the country," particularly in programs which have a substantial youth leadership component. For a copy of their free booklet, write to them at: Prevention Center, 250 Arapahoe, Suite 301, Boulder, CO 80302, 1-800-972-4636.

Partnership for Service-Learning. 815 Second Avenue, Suite 315, New York, NY 10017 (212) 986-0989.

PennSERVE: The Governor's Office of Citizen Service 1304 Labor & Industry Building, Harrisburg, PA 17120 (717) 787-7230, FAX (717) 783-5225. PennSERVE supports citizen and student volunteer community service through a grant program, sponsoring workshops, and providing publicity. Write or call for more information. (Pennsylvania residents only.)

Service-Learning Center. Michigan State University, Student Services Building, Room 26, East Lansing, MI 48824 (517) 353-4400.

Youth Service America (YSA): One of the premier national level organizations in the student community service movement. They provide legislative advocacy, program leadership, publicity, information dissemination and technical assistance, and publish ***Streams***, a national service newsletter. YSA co-sponsors an annual event, **National Youth Service Day**, which raises awareness of, and documents, the ways in which young people are contributing to their communities through service.

YSA has produced a low cost, 13-minute inspirational video called "Everybody Can Be Great Because Everybody Can Serve." It is billed as a "powerful video to bring the national vision for youth service to your school, organization, or community." Contact YSA, 1319 F Street N.W., Washington, D.C. 20004. (202) 783-8855. Cost: $12.50

Caring is the Key

Building a School-based Intergenerational Service Program

Training Supplement

by
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June 1993

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Caring is the Key:Building a School Based Intergenerational Service Program
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Contents

Introduction 3
How to use this Supplement 3

Module Title:
What is old? (Middle-High School students) 4
Definitions of Aging 5

Module Title:
"What is old?" (College students) 6
"What is old"? (College version) 7

Module Title:
Facts on Aging 8

Module Title:
Maslow's Theory of Human Needs 9

Module Title:
Conversation Starters 10

Module Title:
Safety Tips 12

Module Title:
"What if?" Role Play 13
"What if"? Questions. 15

Module Title:
Guidelines for Working Effectively with
Elderly Persons 17

Module Title:
Experiential Exercises 18

Module Title:
Reflection 20

Caring is the Key-Training Supplement

Introduction

In 1991, Generations Together wrote and published *Caring is the Key*, a manual on building a school-based intergenerational service program. The manual, funded by PennSERVE: The Governor's Office of Citizen Service, Commonwealth of Pennsylvania, has two objectives: First, "to show how intergenerational community service is an appropriate and powerful teaching tool ... a way of introducing active learning and problem solving, enhancing self-esteem, and exploring values." Its second objective is "to provide information that will help teachers/advisors and students to create programs which promote the joys and benefits of intergenerational connections through service." In addition to chapters on program development, maintenance, management, and evaluation, the manual includes a Training Agenda for preparing students to work with the elderly, as well as an appendix containing training materials.

The Training Supplement compliments *Caring is the Key's* Training Agenda and related materials by providing actual modules which describe the objectives, time required, procedures for conducting the exercises, materials needed, and the expected outcomes. It can be used by teachers, students, community members, elder facility staff, and anyone involved in preparing young people to interact with the elderly.

How to use this Supplement

The modules in this supplement are designed to be used in conjunction with *Caring is the Key* and are not intended to be used alone. They follow the *Caring is the Key* Training Agenda and reference the training materials included in that publication.

Each individual module references the specific bracketed exercises in the Training Agenda on pages 27-28 of *Caring is the Key*. (The bracketed title in the upper right of each module refers to handouts in *Caring is the Key*.)We suggest the modules be presented in the same order as in the Training Agenda, however, if you have time constraints, or a large class, you may want to modify the modules or choose those that seem most appropriate. The ideal class size is 15-20 students.

Read each module carefully before using it, paying particular attention to the "Notes to Instructor", "Procedures", and the materials required. Since most of the modules refer to one exercise or activity, advance preparation typically consists of copying the required hand-outs, or gathering props. In addition, since these activities are designed to be interactive with the students by providing an opportunity for sharing thoughts, ideas and opinions, you should have a chalk board or flip charts available to record responses.

Module Title: What is old? (Middle-High School students)

Introduction: This exercise may be used as an introduction to under standing aging. It is useful as an icebreaker and to facilitate a discussion about the students' own aging.

Objective: This exercise will enable the students to begin to think about their own aging and encourage discussion on both positive and negative aspects of aging.

Time Required: 30 minutes

Notes to Instructor: *Discussions should be open and non-judgmental. Help students to feel comfortable and encourage them to be honest about their feelings. Provide an opportunity to hear and discuss their differences.*

Procedure: Distribute the "What is old?" handout to the students.(See page 43 in *Caring is the Key.*) Give the students 5-10 minutes to write their answers to the questions and then initiate discussion. Write the students' answers (to questions 2 and 4) on the chalk board for comparison later. Keep in mind that no answers are wrong or foolish. Encourage the students to express their thoughts and feelings.

Questions 1 and 2 enable the students to think about themselves as older persons. The questions also enable the students to begin to think compassionately about the current status of older people. Developing compassion for, and understanding of, the frail helps motivate students to participate in the program.

Questions 3 and 4 begin to prepare the students for their interactions with older persons by helping them think about the kinds of things that they might do with them. Ask the students to compare their answers to questions 3 and 4, to the places **they** go and the things **they** do as young people and to note the commonalities.

Question 5 completes the exercise by asking the students to define old age. High school students often state that one is as old as one feels. This is an appropriate time to briefly introduce the various definitions of aging. Include chronological, functional, and federal definitions, listed below

Materials Needed: "What is old?" handout, pencils, chalk board or flip chart and markers.

Outcomes: The students will have a more definite idea of their own attitudes and feelings about aging. Fears that they have should emerge at this stage and be openly discussed.

Definitions of Aging

Chronological Age: An individual's numerical age dating from the time of his or her birth.

Functional Age: An assessment of age based on physical or mental performance rather than the number of years since birth.

Federal definitions: Older worker -age 55; Social Security eligibility -age 62; Medicare eligibility -age 65.

Module Title:	"What is old?" (College students)
Introduction:	This exercise may be used as an introduction to discuss the physiological, sociological and psychological characteristics of aging.
Objective:	This exercise will encourage the students to think about their own aging and how they might interact with frail elderly, by discussing the characteristics of aging in the United States.
Time Required:	30 minutes
Notes to Instructor:	*Discussions should be open and non-judgmental. Help students to feel comfortable and encourage them to be honest about their feelings. Provide an opportunity to hear and discuss their differences.*
Procedure:	Distribute "What is old?" handout found on the following page. Give the students 5-10 minutes to answer the questions and then initiate discussion. Provide an opportunity for the students to brainstorm the answers while they are recorded on a board or flip chart.
Materials Needed:	"What is old?" handout, pencils, chalk board or flip chart and markers.
Outcomes:	The students will have a more definite idea of their own attitudes and feelings about aging. Fears that they have should emerge at this stage and be openly discussed.

WHAT IS OLD? (College version)

1. What are the characteristics that you see associated with being old?

   Physiological Characteristics:

   1.

   2.

   3.

   Sociological Characteristics:

   1.

   2.

   3.

   Psychological Characteristics:

   1.

   2.

   3.

2. What do you think are appropriate venues for interactions between college students and the frail elderly?

   1.

   2.

   3.

Module Title:	Facts on Aging
Introduction:	This exercise is used as a basis for a discussion of the myths and stereotypes about aging.
Objective:	This exercise will enable the students to understand the differences between the myths and facts surrounding aging by providing information on characteristics of older adults.
Time required:	30 minutes
Notes to Instructor:	*Introduce the quiz for this activity (found in Caring is the Key, page 44) as a discussion piece rather than a document with all the answers. Although the statistics are from 1975, the quiz is valuable as a tool to generate discussion.*
Procedure:	Distribute the "Facts on Aging" quiz and allow 15 minutes for students to answer it. Inform students that the answers are rarely 100% wrong or right because the data is constantly changing. Encourage students to discuss and defend their responses to the questions, accepting differences and highlighting the need to access accurate information. (Refer to Palmore's responses as "not always the definitive response.)
Materials Needed:	"Facts on aging" handout, pencils, chalk board or flip chart and markers.
Outcomes:	Students will be able to distinguish between some of the facts and myths about aging. They will have clearer ideas about age related characteristics and will have shared their ideas with others.

Module Title:	Maslow's Theory of Human Needs
Introduction:	This exercise introduces the concept of human needs and enables students to begin to think about their own needs and the needs of the elderly.
Objective:	This exercise will enable the student to identify their needs, as well as the needs of the elderly, and how they can help to meet these needs through activities and interaction.
Time required:	30 minutes
Notes to Instructor:	*Provide the students enough time to identify activities that will enable them to help to meet some of the needs of the elderly.*
Procedure:	Draw Maslow's Hierarchy of Human Needs on the board or distribute a copy of it to facilitate discussion.(Found in the Appendix on pages 23-25) Initiate a discussion about each level in the diagram, encouraging the students to talk about their needs in the context of the hierarchy. Ask the students to think about older people, what types of needs they may experience on each level, and which needs are common to the students. Write these needs on the board. Finally, engage the class in a brainstorming session on how they might help to meet some of the needs of the elderly.(See page 51 of *Caring is the Key* for more information on needs.
Materials Needed:	Maslow's Hierarchy of Human Needs
Outcomes:	The students should be able to identify specific activities and actions which will help to meet some of the needs of the elderly. They should be better able to relate to and empathize with their friends by being able to recognize commonalities between their own needs and those of the elderly.

Module Title: Conversation Starters

Introduction: A critical skill in interacting with people, especially frail elderly, is the ability to begin and continue a conversation. Many students take this for granted and give little thought to preparing what they are going to say and how to keep the conversation flowing. This exercise provides some basic suggestions in the art of conversation.

Objective: This exercise will enable the students to develop skills that make them feel more comfortable in their intergenerational interactions by becoming familiar with conversational ice-breakers and follow-up questions.

Time required: 15- 30 minutes

Notes to Instructor: *This exercise is designed to encourage students to think about and plan their conversations. Since these skills cannot be learned in one 15-minute exercise, initiate periodic discussions with the students on their successes and failures in their conversational attempts.*

Procedure: Begin this exercise by asking who in the class considers themselves to be a good conversationalist. Encourage that person to take part in an improvisational role-play. The student role-plays a visit to an elderly person. The instructor plays the role of the elder and varies the responses from no response to confusion to very talkative. The student should walk into the room and begin a conversation. After a couple of minutes, end the role-play and discuss it as a group, providing feedback and suggestions for improving the interactions. Conduct a second role-play with the last student playing the elder and a new student playing the visitor. Have a similar discussion at the conclusion of the role-play and record the suggestions on the board.

To introduce conversation starters, begin by discussing the concept of open and closed-ended questions. Give an example and ask the class to state the differences between the questions. For example, "Where did you grow up?"

followed by "Tell me something about [that place]." Explain that the first questions "breaks the ice" and the second question generates follow-up discussion. Ask the class to create sets of questions which they feel would be appropriate to ask elders. Questions should be of interest to the class and meaningful to the elders. Distribute "Conversation Starters" (Found on page 71 of *Caring is the Key*). If time permits, have the students make up sets of questions based on one to the topics on the hand-out.

Materials Needed: "Conversation Starters" hand-out.

Outcomes: The students should be able to distinguish between open and closed ended questions and how to use them to start and continue a conversation. They should understand the importance of preparing for conversation with elders.

Module Title:	Safety Tips
Introduction:	In their interactions, most students will have contact with elders who use wheelchairs, walkers, and canes. This exercise introduces these support devices to the students.
Objective:	This exercise will enable the student to feel comfortable with support equipment by seeing and operating it in a non-threatening, learning environment.
Time required:	15 minutes
Notes to Instructor:	*The guide for this exercise is titled "Safety Tips for Walking-Walkers, Wheelchairs and Canes."(Found on page 65 of Caring is the Key). While this guide is useful to you as an instructor, it is recommended that students personally experience the devices and discuss possible hazards and necessary cautions.* It is most appropriate that this exercise be conducted by the elder facility staff during their orientation. Check with them before using this module.
Procedure:	If you are conducting this at school you will need to borrow the necessary props such as a wheelchair and walker. Encourage the students to sit in, use, and walk with the props. Then, using the handout as a guide, initiate a discussion on the cautions and hazards of using the props. Incorporate the handout throughout your discussion.
Materials Needed:	A wheelchair, walker, cane, and the guide "Safety Tips for Walking- Walkers, Wheelchairs and Canes."
Outcomes:	The students will increase their awareness of safety and the proper use of support equipment. They will also become sensitive to the needs of those using this equipment.

Module Title: "What if?" Role Play

Introduction: This is a fun exercise in which students are asked to role play "What if" situations which may arise while they are interacting with the elderly. While some of the situations may only seem to involve common sense, you will find that the students pay close attention to this exercise because it deals with "real" issues and situations which they may have to deal with. This exercise gives the students their first real exposure to some possible scenarios which may occur during their visits. For this reason it should be conducted as close to the first visit as possible. It should also be done in the presence of a elder facility staff person so that related policies and procedures of the facility can be incorporated into the discussion.

Objective: This exercise will enable the students to feel comfortable with their interactions by making them familiar with some possible situations that may take place. The students have an opportunity to address the situations and to practice problem solving skills.

Time required: 30-45 minutes

Notes to Instructor: *This exercise presents situations which can but probably will not happen. Since there is a possibility that these or similar situations may occur, the students need to become familiar with appropriate ways to handle each situation.*

Procedure: The "What if" situations, found pages 12 and 13 of this *Training Supplement*, should be typed on index cards with one situation per card. Divide the class into pairs of two or groups three students and distribute the cards. Instruct the students to come up with both a positive and a negative way to react to each situation and then assign group members to simulate each reaction. Each group will then present their simulation for the class and the class will assess which is the most appropriate behavior. The instructor and facility representative will comment on each situation, pointing out

related policy and procedures as appropriate.

Materials Needed: A set of "What if" cards.

Outcomes: Students will be able to express an improved comfort level in addressing these situations. However, there are situations which may require professional assistance. Reassure the students that adult professionals are available at the site or by phone.

WHAT IF . . .

1. your older friend criticizes students today as inconsiderate hoodlums. What is your response?

2. your older friend asks your help in administering medication (e.g., eye drops). What do you do?

3. your older friend complains about his or her family and roommate(s)?

4. your older friend criticizes you (e.g., you are too fat, too thin, wear the wrong clothes, etc.)?

5. your older friend has recently learned that she or he has cancer (or other serious medical problem)? How would you respond? What would you talk about?

6. it is time for you to leave and your older friend does not want you to go. How would you prepare him or her for your departure?

7. after 30 minutes of visiting with your older friend, there seems to be nothing else to talk about. He or she does not seem to respond to any of your suggestions?

8. your older friend offers you a gift (e.g., for your birthday)?

9. your older friend says you do not need to come anymore?

10. your older friend dies?

11. you know that your older friend is on a special diet and he or she asks you to bring a restricted food (e.g., a diabetic requests candy)?

12. your older friend says that he or she is missing money or an item since your last visit?

13. your older friend continually puts off your visits with the complaint that this is not a good time or that he/she does not feel well?

14. your older friend complains a lot, seems continually unpleasant, and you do not like to visit him or her?

15. you will not be able to visit your older friend for a while (e.g., during holidays, exam periods, etc.)?

16. your older friend asks you to do something that you do not want to do (e.g., to take him or her to the toilet)?

17. your older friend asks/offers to pay you for something you have done (e.g., run an errand, etc.)?

18. you come to visit and find out that it is your older friend's birthday?

19. you have a cold but are still going to school? Will you visit your older friend?

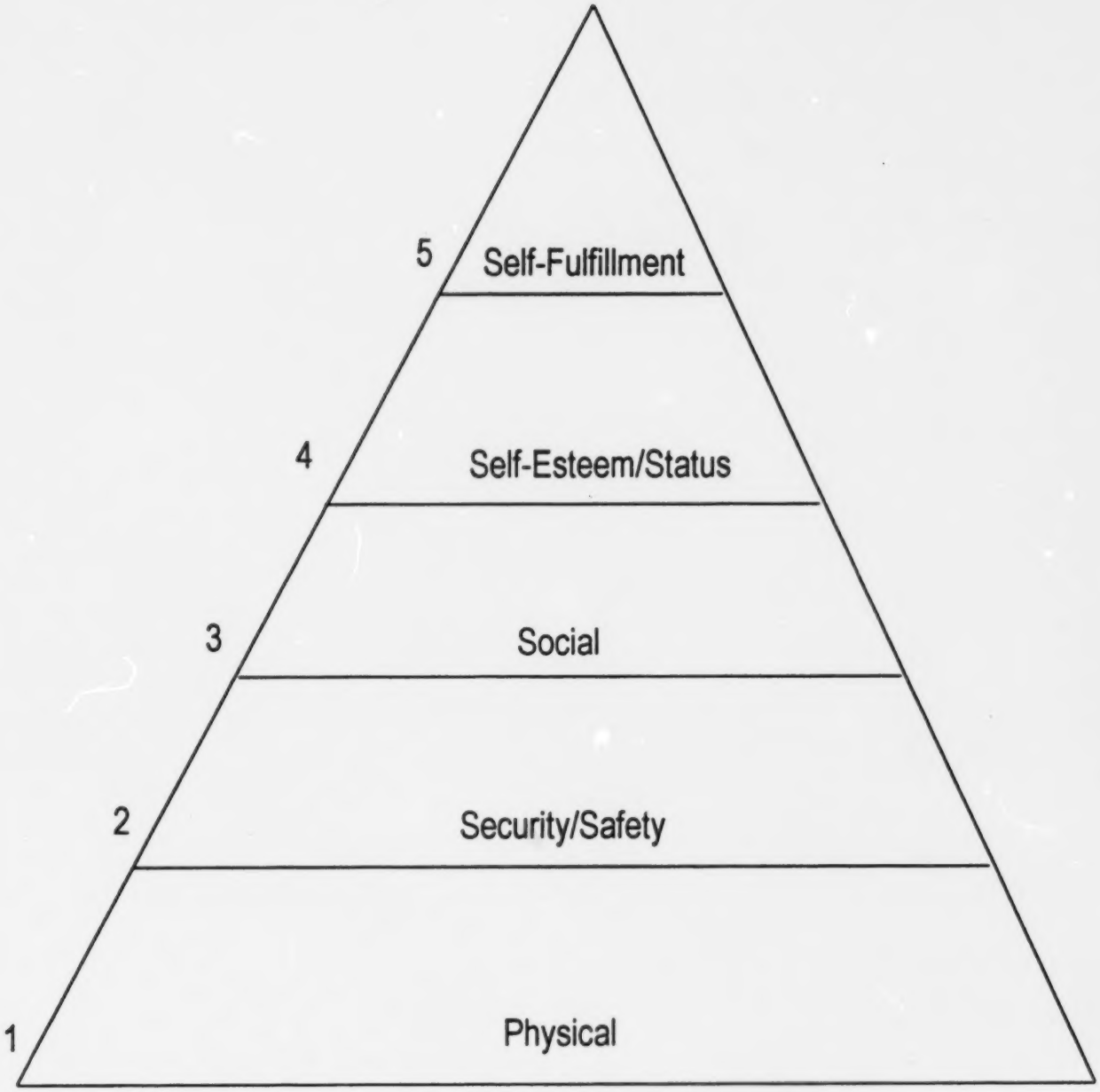
Module Title:	Guidelines for Working Effectively with Elderly Persons
Introduction:	Although some older adults have sensory impairments, it is important to remember that they are individuals with ideas, feelings, opinions and values. This exercise provides suggestions on how to interact with the elderly while respecting their individuality.
Objective:	This exercise will give students insight into the ways to interact with older persons that can help the elders feel accepted and valuable.
Time required:	15 minutes
Notes to Instructor:	*This is a simple exercise which you may be tempted to skip, however it is very important since it encourages the students to think about the importance of these interactive behaviors. For example, many students would not think to hold an elder's hand but if they realize through these guidelines that for many elderly, touching is key to the relationship, then the students won't be apprehensive about touching or holding hands.*
Procedure:	Distribute the handout "Guidelines for Working Effectively with Elderly Persons", found on page 73 of *Caring is the Key*, to the students and give them a minute or two to read them. Ask the students to put themselves in the place of an older person and choose which of the guidelines would be most important to them if they were older. Encourage the students to debate the importance of each guideline recognizing the value of individual preferences.
Materials Needed:	Handout: "Guidelines for Working Effectively with Elderly Persons"
Outcomes:	The students will see these guidelines as tools to build meaningful relationships.

Module Title:	Experiential Exercises
Introduction:	This exercise introduces the students to some of the physical challenges that many older people have to face daily. For many students, this will be the first time that they begin to think about some of these challenges and how to respond to them.
Objective:	This exercise will enable young people to experience sensory impairments faced by some older adults. They will begin to think about what is appropriate behavior for the sensory impaired and how to interact with them.
Time required:	15 to 30 minutes
Notes to Instructor:	*If your group is large (15-20) it is recommended that you divide the class into groups of three or four and use all seven experiences. If the class is small (5-10) you may want to use only 3 or 4 experiences that all students will try.*
Procedure:	**Be sure to explain that these impairments are not characteristic of normal aging.** First decide which exercises you will use based on the class size. Prepare all materials according to the "Sensitizing People to the Process of Aging" handout, found on page 78 of *Caring is the Key*. Provide the students with an opportunity to experiment with these exercises so that they can experience the effects. Distribute the "Tips for working with the Sensory Impaired" (page 63 of *Caring is the Key*),handout to each group. Have each group identify a spokesperson. The group should rank-order by importance, the suggestions on the handout, assigning the group's spokesperson to defend the choices.

Materials Needed:	Handouts:"Sensitizing People to the Process of Aging" and "Tips for working with the Sensory Impaired"
Outcomes:	The students will become familiar with the feelings of some older adults who have sensory impairments and will describe how to be treated if afflicted with these impairments.

Module Title:	Reflection
Introduction:	Every successful community service or service-learning program provides an opportunity for the students to reflect on their experiences and to discuss and share any problems, concerns and/or positive outcomes. There are many ways for the students to express and reflect on their feelings including keeping a journal or meeting in groups to discuss their interactions. This exercise provides guidelines for group reflection discussions.
Objective:	This exercise will enable students to reflect on their experiences and to be comfortable with sharing their feelings in a group setting.
Time required:	30 to 60 minutes
Notes to Instructor:	*A reflection session can be used to build group cohesion and affiliation, especially if the students visit the elderly on their own time and not as a group. Encourage the students to express themselves freely by providing a supportive and understanding environment.*
Procedure:	Hold the Reflection session as soon as possible after the first visit. Using the "Reflection Agenda", found on page 81 of *Caring is the Key*, as a guide, divide the class into small groups. Someone in each group should take notes while the group discusses the topics on the agenda. Bring the class back together and have the spokesperson report to the class on their findings. Encourage the class to comment and/or share similar experiences.
Materials Needed:	"Reflection Agenda"
Outcomes:	The Reflection session should help the students sustain their interest, raise and solve problems, share successes and insight and gain a greater sense of group participation.

Appendix



Maslow's Hierarchy of Human Needs

McConnel, J. *Understanding Human Behavior.* New York: Holt, Rinehart, and Winston, 1980.

Needs based on Maslow's theory:

1. Physical-essential to survival
   - food
   - water
   - oxygen
   - rest
   - exercise
   - touch
2. Security/Safety
   - physical safety
   - feeling protected
   - shelter
   - job
3. Social
   - approval
   - acceptance
4. Self-esteem/Status
   - recognition
   - respect
5. Self-fulfillment (highest level...some never reach it)
   - to achieve
   - to reach one's highest potential of development

Meeting the needs of the frail elderly:

1. Physical needs:
   - offer water, nourishment, as directed by staff
   - fresh air- open window, go for walk
   - allow for rest periods
   - assist with exercise
   - offer a hug, hold hands, sit beside someone
2. Security/Safety needs:
   - remove clutter, help clean up
   - use side rail, lap tray, etc/
   - assist with tasks
   - develop trust
3. Social needs:
   - praise efforts and accomplishments
   - encourage individual to try new things
   - respect individuality
   - show interest in family and friends
4. Self-esteem/Status needs:
   - address individual by proper name
   - practice effective listening
   - protect privacy
   - ask for opinions
5. Self-fulfillment
   - Share a health goal and encourage person to work toward it
   - encourage person to join in activities
   - take interest in person's appearance
   - allow person to make individual choices
   - encourage person to socialize